

TESIS DE DOCTORADO

IMPACT OF PARENTAL RUPTURE IN GIRLS, CHILDREN AND ADOLESCENTS

Tania Corrás Vázquez

ESCUELA DE DOCTORADO INTERNACIONAL

PROGRAMA DE DOCTORADO EN PSICOLOGÍA DEL TRABAJO Y LAS ORGANIZACIONES,
JURÍDICA-FORENSE Y DEL CONSUMIDOR Y USUARIO

SANTIAGO DE COMPOSTELA

2018





DECLARACIÓN DE LA AUTORA DE LA TESIS
I IMPACT OF PARENTAL RUPTURE IN GIRLS, CHILDREN AND
ADOLESCENTS

Dña. Tania Corrás Vázquez

Presento mi tesis, siguiendo el procedimiento adecuado al Reglamento, y declaro que:

- 1) *La tesis abarca los resultados de la elaboración de mi trabajo.*
- 2) *En su caso, en la tesis se hace referencia a las colaboraciones que tuvo este trabajo.*
- 3) *La tesis es la versión definitiva presentada para su defensa y coincide con la versión enviada en formato electrónico.*
- 4) *Confirmando que la tesis no incurre en ningún tipo de plagio de otros autores ni de trabajos presentados por mí para la obtención de otros títulos.*

En Santiago 21 de Junio de 2018

Fdo. Dña. Tania Corrás Vázquez



**AUTORIZACIÓN DE LAS DIRECTORAS / TUTORA
DE LA TESIS**
**IMPACT OF PARENTAL RUPTURE IN GIRLS, CHILDREN AND
ADOLESCENTS**

Dña. Dolores Seijo y Dña. Francisca Fariña

INFORMAN:

Que la presente tesis, corresponde con el trabajo realizado por Dña. Tania Corrás Vázquez, bajo mi dirección, y autorizo su presentación, considerando que reúne los requisitos exigidos en el Reglamento de Estudios de Doctorado de la USC, y que como director de ésta no incurre en las causas de abstención establecidas en Ley 40/2015.

En Santiago de Compostela, 21 de Junio de 2018

Fdo. Dña. Dolores Seijo

Fdo. Dña. Francisca Fariña



Gracias a ti, lector/a.
Espero que entre estas hojas
encuentres lo que buscas,
lo que ansías o lo que añoras.
Gracias compañera/o
en esta lucha por la infancia.
Gracias a cada niño, cada niña,
cada padre, cada madre,
cada familiar, cada historia.
Esta tesis está escrita con amor,
con dolor y con ganas.
Su sino es ser un eje,
una guía, una herramienta,
un bastión al que aferrarse
cuando la fuerzas fallen.
No es una guerra de buenos y malos,
son las emociones,
esas que nos hacen tan humanos.
No culpes al destino,
a lo roto o al pasado.
Busca una mano amiga,
profesional, imparcial y científica,
que te ayude a reparar,
sino a evitar, el daño.
Gracias a cada familia,
que pese a los duros momentos,
cooperaron para que a otras,
mañana les duela menos.



AGRADECIMIENTOS

En primer lugar quisiera agradecer a mis directoras por su magistral guía en la elaboración de la presente Tesis Doctoral. Agradecer también a todas mis compañeras y compañeros del Equipo y de la Unidad de Psicología Forense los años compartidos.

Además, quisiera aprovechar la oportunidad para agradecer a todas las maestras y maestros informales que han contribuido en este precioso viaje.

De manera particular, agradecer a Loli el enseñarme a ser valiente y por todas sus lecciones, esas que no se escriben en los libros; a Francisca por transmitirme su espíritu de lucha por la infancia y enseñarme a poner la lupa en los menores; agradecer a Ramón por transmitirme la importancia y la transcendencia de la pericia en el ejercicio profesional; y a Mercedes por enseñarme el difícil arte de observar y de hacer fácil lo complejo. Además, expresar mi gratitud a Carmen P. por ser la primera que confió en mí. A Cabanach. y a Antonio S. por sus inestimables enseñanzas, las cuales se comprenden a posteriori. A Antonio R. por tener siempre las palabras acertadas. A Alicia C. por la pasión por el derecho. A Elena por la habilidad de dar esperanzas en el momento adecuado. Y gracias a Rebe por su incalculable ayuda y por su optimismo.

Gracias a mi familia, la devenida y la elegida. Gracias a Noelia, Sabela, Uxía, Alba, Pablo, Daniel, Deiviz, Miguel... Expresar mi gran agradecimiento a Loli Vilariño y a Bego por su inestimable ayuda. A todas y todos los que creísteis en mí y me transmitisteis vuestra fuerza. Especial agradecimiento hacia Laura por su incondicional apoyo y por su don único de contagiar su fuerza y su alegría a los demás. Gracias a Carlos por el equipo que formamos, por todo lo construido y por lo mucho que vendrá.

Y para finalizar, agradecer a mi madre por enseñarme, sin saberlo, los fundamentos de la psicología antes que nadie. Y gracias a mi padre por transmitirme la pasión por aprender, su fortaleza y su constancia. Gracias a los dos por ser mi ejemplo en la vida.



IMPACT OF PARENTAL RUPTURE IN GIRLS, CHILDREN AND ADOLESCENTS

SUMMARY

The family model concept has experienced substantial changes in the last century which has fundamentally affected its composition and has derived on important social and legal transformations. With reference to the multiple transformations that has affected what the family concept is, it is necessary to highlight relationship breakup incidences where children are involved, strengthened by the normalization and facilitation of marital annulment from the legal context. The aim of the present Doctoral Dissertation is to analyse the impact of parental rupture on children and adolescents. The three scientific articles, that compose the Dissertation, study the consequences of parental rupture on the physical health, the psycho-emotional, and social adjustment, and the academic performance of children and adolescents, as well as the impact of the socio-economic situation of the family. The objective of the first investigation was to estimate the risk regarding to the exposure of parental breakup and children's physical health, with a sample formed by 467 families. The family type was used as predictor variable (families with parental breakup, $n=300$ vs intact families, $n=167$), and physical health marks as dependent variable. The aim of the second study was to estimate the epidemiology and quantify the outcomes on the wellbeing of children of separated parents. The sample was composed by 346 children and adolescents, 173 separated parents, and 173 parents from intact families. In the third investigation, a field study was designed to identify and quantify damages on school adjustment and academic performance. A total of 196 children, who experienced parental breakup, formed the sample. The results show that the children from families with parental breakup have a bigger risk to develop health problems ($OR=1.791$), specifically gastrointestinal disorders ($OR = 2.258$), genitourinary disorders ($OR = 1.770$), dermatological disorders ($OR = 1.983$) and neurological disorders ($OR = 1.997$). In

relation to psychological adjustment, the results show more risks to suffer from discomfort (17%), anxiety (17%), depression (20%), hostility (27%), paranoid ideation (20%), and interpersonal alienation (19%), and a lower level of self-concept (Pillai's Trace=0.23, $F_{(5,146)}=8.85$, $p<0.001$, $1-\beta=1.00$) for children who experienced parental break-up than children from intact families. Regarding social adjustment, the numbers confirm that the experience of parental divorce has its impact on interpersonal relations (Pillai's Trace= 0.08, $F_{(5,146)}=2.36$, $p<0.05$, $1-\beta=0.741$), increasing the risk of losing self-control in social relations (16%) and having social withdrawal (21%). What refers to the academic and scholar adjustment, the analysis shows a deterioration academic achievement ($\chi^2_{(1, N = 346)}=9.87$, $p<0.001$, $\phi=0.169$), and higher rates of school dropouts ($\chi^2_{(1,N=181)}=3.85$, $p<0.05$, $\phi=0.146$). Finally, the results indicate that parental breakup affects negatively the socio-economical level of the families ($\chi^2_{(1,N=186)} = 22.42$, $p<0.001$), increasing the probability of falling below the poverty line (OR=2.11). As a result, it can be established that parental divorce can be a risk factor for children's wellbeing. These findings must be taken into account and social and sanitary policies must be put into practice, promoting detection mechanisms (in sanitary, educational, psychosocial and juridical fields) as well as prevention mechanisms (family mediation, parental coordination and psychoeducational programs based on positive parenting) which decrease the adverse effects of divorce on children and adolescents.

Key words: parental breakup; divorce; consequences; wellbeing; Therapeutic Jurisprudence

IMPACTO DE LA RUPTURA PARENTAL EN NIÑAS, NIÑOS Y ADOLESCENTES

RESUMEN

El modelo de familia ha experimentado grandes cambios en el último siglo que han afectado fundamentalmente a su composición, y han derivado en reformas tanto de tipo social como legal. Dentro de las múltiples transformaciones que han modificaron el concepto de familia, se hace necesario estudiar las consecuencias de la ruptura de pareja en los integrantes de la familia, especialmente en los menores. El objetivo de la presente tesis doctoral es analizar el impacto que la ruptura de pareja de los progenitores puede tener en las niñas, niños, y adolescentes. Los tres artículos científicos que la componen abordan las consecuencias en el estado de salud física, en el ajuste psicoemocional, social, escolar y en el rendimiento académico de los hijos e hijas, así como en la situación socioeconómica familiar. En el primer estudio se estimó el riesgo asociado a la exposición a la ruptura parental y el desarrollo de problemas en la salud física de los hijos en una muestra de 467 familias. Se utilizó como variable predictora de riesgo, el tipo de familia (familias con ruptura, $n=300$ vs familias intactas, $n=167$), y como variable dependiente, los marcadores de salud física. En el segundo estudio se estimó la epidemiología y se cuantificaron las consecuencias de la ruptura en el ajuste psicoemocional, social y escolar de los hijos e hijas así como en el nivel socioeconómico familiar. Se contó con 346 menores, siendo 173 de ellos pertenecientes a familias con ruptura y 173 de familias intactas. En el tercer estudio se empleó un diseño de campo para identificar y cuantificar el impacto de la ruptura de pareja de los progenitores en el ajuste y rendimiento escolar. La muestra estuvo conformada por 196 menores provenientes de familias con ruptura de pareja. Los resultados indican un mayor riesgo para los niños provenientes de familias con ruptura de pareja de desarrollar algún problema de salud ($OR=1.791$), concretamente de padecer problemas gastrointestinales ($OR=2.258$), genitourinarios ($OR=1.770$),

dermatológicos (OR=1.983) y neurológicos (OR=1.997). A nivel psicoemocional se halla una mayor probabilidad de sufrir malestar general (17%), sintomatología ansiosa (17%), depresiva (20%), hostilidad (27%), ideación paranoide (20%), alienación interpersonal (19%); así como un peor autoconcepto (Pillai's Trace=0.23, $F_{(5,146)}=8.85$, $p<0.001$, $1-\beta=1.00$) respecto a menores de familias sin ruptura de pareja de los progenitores. En relación a su ajuste social se confirma que experimentar la ruptura de pareja de los progenitores afecta a las relaciones interpersonales (Pillai's Trace=0.08, $F_{(5,146)}=2.36$, $p<0.05$, $1-\beta=0.741$), provocando una mayor probabilidad de perder el autocontrol en las mismas (16%) así como de mostrar retraimiento social (21%). A nivel escolar y académico, se encuentra que puede conllevar un mayor desajuste escolar, un empeoramiento en el rendimiento académico ($\chi^2_{(1, N=346)}=9.87$, $p<0.001$, $\phi=0.169$), y mayor tasa de abandono escolar ($\chi^2_{(1, N=181)}=3.85$, $p<0.05$, $\phi=0.146$), respecto a familias intactas. Por último se ha hallado que la ruptura parental afecta negativamente a la capacidad económica familiar ($\chi^2_{(1, N=186)}=22.42$, $p<0.001$), aumentando el riesgo de caer bajo el umbral de la pobreza (OR=2.11). A la luz de los resultados se puede concluir que la ruptura de pareja de los progenitores puede suponer un factor de riesgo para el bienestar de los menores. Este factor ha de tenerse en cuenta a la hora de poner en práctica políticas sociales y sanitarias, fomentando los mecanismos de detección (ámbito sanitario, educativo, psicosocial y jurídico) así como de prevención (mediación familiar, coordinación de parentalidad y programas psicoeducativos en coparentalidad positiva) que reduzcan los efectos adversos en los hijos e hijas.

Palabras clave: Ruptura de pareja; divorcio; consecuencias; bienestar; Justicia Terapéutica

IMPACTO DA RUPTURA PARENTAL EN NENAS, NENOS E ADOLESCENTES

RESUMO

O modelo de familia experimentou grandes cambios no último século que afectaron fundamentalmente á súa composición, e derivaron en reformas tanto de tipo social como legais. Dentro das múltiples transformacións que modificaron no concepto de familia, faise necesario estudar as consecuencias da ruptura de parella nos integrantes da familia, especialmente nos menores. O obxectivo da presente Tese Doutoral é analizar o impacto que a ruptura de parella dos proxenitores pode ter nas nenas, nenos, e adolescentes. Os tres artigos científicos que a compoñen abordan as consecuencias no estado de saúde física, no axuste psicoemocional, social, escolar e no rendemento académico dos fillos e fillas, así como na situación socioeconómica familiar. No primeiro estudo estimouse o risco asociado á exposición á separación e o desenvolvemento de problemas na saúde física dos fillos/as nunha mostra de 467 familias. Utilizouse como variable predictora de risco o tipo de familia (familias con ruptura, $n=300$ vs familias intactas, $n=167$), e como variable dependente empregáronse os marcadores de saúde física. No segundo estudo avaliouuse a epidemioloxía e cuantificaron as consecuencias da ruptura no axuste psicoemocional, social e escolar dos fillos e fillas así como nivel socioeconómico familiar. Contouse con 346 menores, sendo 173 deles pertencentes a familias con ruptura e 173 de familias intactas. No terceiro estudo empregouse un deseño de campo para identificar e cuantificar o impacto da ruptura de parella dos proxenitores no axuste e rendemento escolar. A mostra estivo conformada por 196 menores provenientes de familias con ruptura de parella. Os resultados indican un maior risco para os nenos e nenas de familias con ruptura de parella de desenvolver algún problema de saúde ($OR=1.791$), concretamente de padecer problemas gastrointestinais ($OR=2.258$), xenitourinarios ($OR=1.770$), dermatolóxicos ($OR=1.983$) e neurolóxicos ($OR=1.997$). A nivel

psicoemocional áchase unha maior probabilidade de sufrir malestar xeral (17%), sintomatoloxía ansiosa (17%), depresiva (20%), hostilidade (27%), ideación paranoide (20%), alienación interpersoal (19%); así como un peor autoconcepto (Pillai' s Trace=0.23, $F_{(5,146)}=8.85$, $p<0.001$, $1-\beta=1.00$) respecto aos menores de familias sen ruptura de parella dos proxenitores. En relación ao seu axuste social, confírmase que experimentar a ruptura de parella dos proxenitores afecta ás relacións interpersoais (Pillai' s Trace=0.08, $F_{(5,146)} = 2.36$, $p<0.05$, $1-\beta=0.741$), provocando unha maior probabilidade de perder o autocontrol nas mesmas (16%) así como de maior retraimento social (21%). A nivel escolar e académico, atópase que pode levar un maior desaxuste escolar, un empeoramento no rendemento académico ($\chi^2_{(1,N=346)}=9.87$, $p<0.001$, $\phi=0.169$), e maior taxa de abandono escolar ($\chi^2_{(1, N=181)} = 3.85$, $p<0.05$, $\phi=0.146$), respecto de familias intactas. Por último atopouse que a ruptura parental afecta negativamente á capacidade económica familiar ($\chi^2_{(1,N=186)}=22.42$, $p<0.001$), aumentando o risco de caer baixo o limiar da pobreza (OR=2.11). Á luz dos resultados pódese concluír que a ruptura de parella dos proxenitores pode supoñer un factor de risco para o benestar dos menores. Este factor debe terse en conta á hora de poñer en práctica políticas sociais e sanitarias, fomentando os mecanismos de detección (ámbito sanitario, educativo, psicosocial e xurídico) así como de prevención (mediación familiar, coordinación de parentalidade e programas psicoeducativos en coparentalidade positiva) que reduzan os efectos adversos nos fillos e fillas.

Palabras chave: Ruptura de parella; divorcio; consecuencias; benestar; Xustiza Terapéutica

DOCTORAL DISSERTATION CONTRIBUTIONS INDEX

The following articles contained in the Journal Citation Reports have been derived from this Doctoral Thesis as well as research reports that have been selected for publication after being submitted to a double-blind peer review process. In addition, other publications related to the research plan of the thesis are also added.

a) Articles

1. Seijo, M., Fariña, F., **Corrás, T.**, Novo, M., & Arce, R. (2016). Estimating the epidemiology and quantifying the damages of parental separation in children and adolescents. *Frontiers in Psychology*, 7, 1611. doi: 10.3389/fpsyg.2016.01611
 - 2016 JCR IMPACT Factor: 2.321, Q2 (Psychology Multidisciplinary)
 - 2016 cite score (2017 no disponible): 2.38, Q1 (Psychology, miscellaneous)
 - Cites in Google Scholar: 11
 - Cites Core Collection Web of Science: 7 (More than the 95% of the articles indexed since 2016 in the Core Collection Web of Science)
2. Martínón, J. M., Fariña, F., **Corrás, T.**, Seijo, D., Souto, A., & Novo, M. (2017). Impacto de la ruptura de los progenitores en el estado de salud física de los hijos [Impact of parental breakup on the physical health of children]. *European Journal of Education and Psychology*, 10, 9-14. doi: 10.1016/j.ejeps.2016.10.002
 - 2017 JCR Impact Factor (no disponible, calculado): 2.7
 - Cites in Google Scholar: 3
 - Cites Core Collection Web of Science: 3 (2 on immediacy index. More than the 95% of the articles indexed since 2016 in the Core Collection Web of Science)

3. **Corrás, T.,** Seijo, D., Fariña, F., Novo, M., Arce, R., & Cabanach, R. G. (2017). What and How Much Do Children Lose in Academic Settings Owing to Parental Separation?. *Frontiers in Psychology*, 8, 1545. doi: 10.3389/fpsyg.2017.01545.
- 2016 JCR IMPACT Factor: 2.321, Q2 (Psychology Multidisciplinary)
 - 2016 cite score (2017 not available): 2.38, Q1 (General Psychology)
 - Scimago Journal Rank: 2016, 1.271 Q1 (on immediacy index. More than the 95% of the articles indexed since 2016 in the Core Collection Web of Science).
 - Cites in Google Scholar: 3
4. Fariña, F., Redondo, L., **Corrás, T.,** y Vilariño, M. (2017). Study of the Effects of Anchorage in Judicial Judgements in Child Custody Dispute Proceedings [Estudio de los efectos del anclaje en razonamientos judiciales en casos de disputa por la guardia y custodia]. *Acción Psicológica*, 14 (2), 147-156. doi: 10.5944/ap.14.2.21239 147
- Indexed in the Core Collection (Web of Science).
- b) Research reports after a double-blind peer review process*
5. **Corrás, T.,** & Redondo, L. (2014). *La situación de los derechos de los menores en España: Una mirada a través de los observatorios de infancia y adolescencia*. In E. Arias, B.G. Amado & M^a.J. Vázquez (Eds.), Libro de Abstracts del VIII Congreso internacional de Psicología Jurídica y Forense (pp.43-45). Santiago de Compostela: Sociedad de Española de Psicología Jurídica y Forense.
6. Redondo, L., **Corrás, T.,** & Seijo, D. (2014). *¿Obtienen mayores puntuaciones en disimulación los progenitores en evaluación por la guardia y custodia? Una revisión meta-analítica*. In E. Arias, B. G. Amado & M. J. Vázquez (Eds.). Libro de Abstracts del VIII

Congreso internacional de Psicología Jurídica y Forense (pp.111-112). Santiago de Compostela: Sociedad Española de Psicología Jurídica y Forense

7. **Corrás, T.,** Fariña, F., & Redondo, L. (2016). *Impacto socioeconómico de la ruptura de los progenitores en la familia*. In A. Andrés-Pueyo, F. Fariña, M., Novo, & D. Seijo (Eds.), *Avances en psicología jurídica y forense* (pp. 135-144). Santiago de Compostela: Sociedad Española de Psicología Jurídica y Forense.
8. **Corrás, T.,** Seijo, D., & Redondo, L. (2017) *El derecho a relacionarse con los abuelos tras la ruptura parental the right of relationship with grandparents after parental break up*. In A. Andrés-Pueyo, F. Fariña, M., Novo, y D. Seijo (Eds.), *Avances en psicología jurídica y forense* (pp. 63-72). Santiago de Compostela: Sociedad Española de Psicología Jurídica y Forense.
9. Parada, V., Seijo, D., & **Corrás, T.** (2017). *Legislación que ampara la coordinación de parentalidad en las resoluciones judiciales*. In E. Arias, T. Corrás, Amado, B. G., & Gallego R. X congreso (Inter)nacional de Psicología Jurídica y Forense. Libro de Actas (pp. 349-329). Santiago de Compostela: Sociedad Española de Psicología Jurídica y Forense.
10. **Corrás, T.,** Fariña, F., & Redondo, L. (2017). *Trasmisión intergeneracional de la ruptura de pareja: Efectos del género*. In C. Bringas y M. Novo (Eds.), *Psicología Jurídica: Conocimiento y Práctica* (pp. 543-553). Santiago de Compostela: Sociedad Española de Psicología Jurídica y Forense.

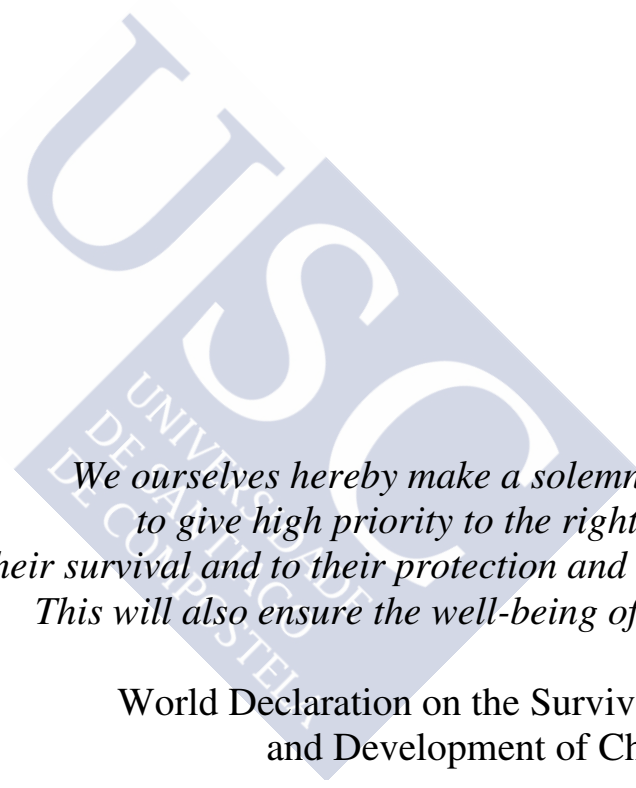
c) Other publications:

11. Martínón, J.M., Fariña, F., **Corrás, T.**, Seijo, D., Souto, A., & Novo, M. (2016). *Impacto de la ruptura de los progenitores en el estado de salud física de los hijos*. In T. Ramiro-Sánchez, M. T. Ramiro, & P. Bermúdez, Libro de Actas del 4th International Congress of Educational Sciences and Development, (pp. 619).
12. Martínón, J. M., **Corrás, T.**, & Souto-Gestal, A. (2015). *La ruptura de los progenitores como factor de riesgo para el estado de salud físico de los hijos: un estudio con niños entre 6 y 11 años*. In R. G. Cabanach, A. Souto-Gestal, R. Fernández (Coords.) Salud. Aspectos Clínicos y Psicosociales (pp. 201-208). España: GEU Editorial.
13. Martínón, J. M., **Corrás, T.**, & Souto, A. (2015). *El estado de salud física en niños de 6 a 11 años. La ruptura de los progenitores como factor de riesgo en los hijos*. In R. G. Cabanach, T. Corrás & S. Souto (Coords), Libro de Resúmenes. I Congreso Iberoamericano de Salud y Bienestar (p. 24). España: GEU Editorial.
14. Fariña, F., **Corrás, T.**, & Vilariño, M. (2016). *La ruptura de los progenitores como factor de riesgo de fracaso escolar*. In T. Ramiro-Sánchez, M. T. Ramiro, & P. Bermúdez, Libro de Actas del 4th International Congress of Educational Sciences and Development, (pp. 688).

INDEX

1. INTRODUCTION.....	25
1.1 CONCEPTS AND EVOLUTION OF THE FAMILY AND PARENTAL BREAKUPS	25
1.2 LEGAL ASPECTS RELATED TO FAMILY LINKAGES	28
1.3 PARENTAL BREAKUP IMPACT ON CHILDREN AND ADOLESCENTS.....	31
1.3.1 Physical Health Consequences.....	32
1.3.2 Psychological Consequences.....	35
1.3.3 Behavior Consequences	35
1.3.4 Social Consequences	36
1.3.5 Academic and Scholar Consequences	37
1.3.6 Socio-economic Consequences.....	38
1.4 RUPTURE PROCESS POSITIVE MANAGEMENT	39
2. OBJECTIVES	41
2.1 MAIN OBJECTIVE.....	41
2.2 SPECIFIC OBJECTIVES	41
3. METHOD	43
3.1 PARTICIPANTS	43
3.2 MEASURE INSTRUMENTS.....	44
3.3 DESIGN	47
3.4 PROCEDURE.....	47
3.5 DATA ANALYSIS	48
4. RESULTS	51
4.1.1 Impact on Gastrointestinal Health.....	52
4.1.2 Impact on Genitourinary Health	52
4.1.3 Impact on Dermatological Health.....	52
4.1.4 Impact on Neurological Health.....	52
4.2 IMPACT ON PSYCHOLOGICAL ADJUSTMENT.....	53
4.2.1 Impact on Depression.....	53
4.2.2 Impact on Anxiety.....	53
4.2.3 Impact on Hostility.....	54
4.2.4 Impact on Paranoid Ideation.....	54
4.2.5 Impact on Psychoticism.....	54
4.2.6 Impact on Global Severity Distress (GSI)	54
4.3 IMPACT ON SELF-CONCEPT	55
4.3.1 Impact on Academic Self-concept	55

4.3.2	<i>Impact on Emotional Self-concept.....</i>	55
4.3.3	<i>Impact on Physical Self-concept</i>	55
4.3.4	<i>Impact on Family Self-concept.....</i>	56
4.4	IMPACT ON SOCIAL RELATIONS	56
4.4.1	<i>Impact on Self-control on Social Relationships.....</i>	56
4.4.2	<i>Impact on Social Withdrawal</i>	56
4.5	IMPACT ON BEHAVIOR	57
4.5.1	<i>Impact on Disobedience</i>	57
4.5.2	<i>Impact on Social Aggressiveness.....</i>	57
4.6	IMPACT ON SCHOOL ADJUSTMENT	58
4.6.1	<i>Impact on School Adjustment in children aged 8 to 11 years</i>	58
4.6.2	<i>Impact on School Adjustment in adolescents aged 12 to 14 years ..</i>	59
4.6.3	<i>Impact on School Adjustment in adolescents aged 15 and older ...</i>	59
4.7	IMPACT ON ACADEMIC ACHIEVEMENT	60
4.7.1	<i>Impact on Self-reported Academic Performance</i>	60
4.7.2	<i>Impact on School Failure</i>	60
5.	DISCUSSION	63
5.1	PHYSICAL HEALTH	63
5.2	PSYCHOLOGICAL ADJUSTMENT	63
5.3	SOCIAL ADJUSTMENT	64
5.4	ACADEMIC AND SCHOLAR ADJUSTMENT.....	65
5.5	SOCIO-ECONOMIC STATUS	65
6.	CONCLUSIONS	67
7.	LIMITATIONS	71
8.	FUTURE RESEARCHS.....	73
9.	REFERENCES.....	75
10.	EXTENDED ABSTRACT	91
11.	ANNEXES	109



*We ourselves hereby make a solemn commitment
to give high priority to the rights of children,
to their survival and to their protection and development.
This will also ensure the well-being of all societies.*

World Declaration on the Survival, Protection
and Development of Children, 1990.



1. INTRODUCTION

1.1 CONCEPTS AND EVOLUTION OF THE FAMILY AND PARENTAL BREAKUPS

The family model concept has experienced substantial changes in the last century which has fundamentally affected its composition and has derived on important social and legal transformations (Fariña, Arce, Novo, & Seijo, 2014; Fariña, Martínón, Arce, Novo, & Seijo, 2016). Aspects such as, the increase of life's expectancy, decrease number of birth rates and advances in birth control; geographical mobility, the urbanization process, the new inter-relational styles, academic and working conditions changes, equality advances, legalization of marriage dissolution and the new non-marital relationships among others, have altered the family figure in many ways, by changing the number of members in the family unit and changing the duration of the united family (Becerril & Venegas, 2017; Eurostat, 2017; Quilodrán, 2008).

With reference to the multiple transformations that has affected what the family concept is, it is necessary to highlight relationship breakup incidences where children are involved, strengthened by the normalization and facilitation of marital annulment from the legal context (Amato, 2014). Since its legalisation, divorce has positioned itself as a constantly increasing phenomenon in countries from the European Union (Eurostat, 2017) as well as The United States (Amato, 2014) among others. Due to this, the number of mono-parental families has increased (Fariña, Martínón et al., 2016) as well as reconstituted families (Espinar, Carrasco, Martínez, & García-Mina, 2003).

At present, a wide international variability in the measures and procedures in which marital breakdown occurs can be observed. With reference to the termination of the marriage, in some countries such as The Vatican City and The Philippines, where divorce has not yet been legalized and the only procedure they will contemplate is that of legal divorce or marital separation without the possibility to remarry again (United Nations, 2016). On the other hand, the legal divorce procedure in European and North American countries has strengthened and established itself as a natural expanding family process in the last century (Fariña, Martínón et al., 2016).

Regarding the European Union (UE-28), data shows that there are almost a million divorces per year, of which it is estimated that half have children in common (Eurostat, 2015). The last available data estimates a 4.2 crude marriage rate in the EU-28 (marriages per 1,000 inhabitants) and a 1.9 crude rate of divorces (marital annulments per 1,000 habitants) (Eurostat, 2015). Retrospectively, the divorce rate has increased a 150% since 1965 to 2011. It is estimated that divorce probability is near to 47% and that around 5.9% of the European population have experienced marital breakup, half of them being divorces involving children (Eurostat, 2015).

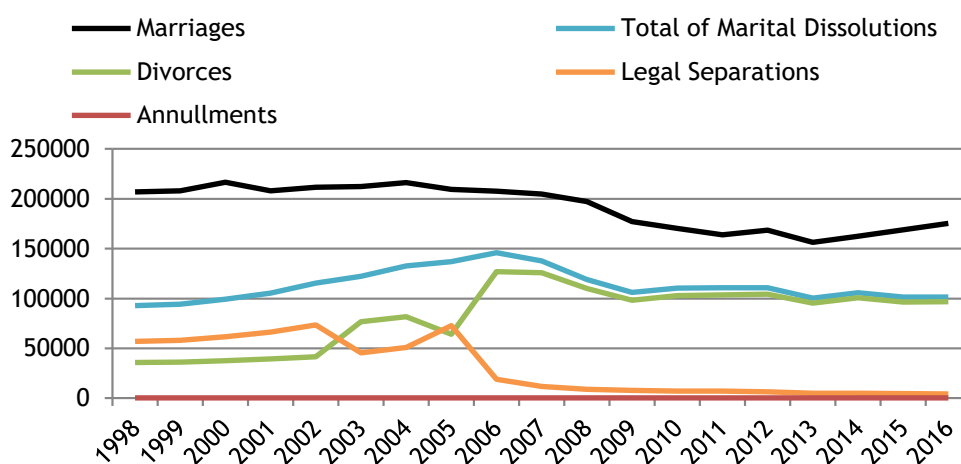
Notwithstanding, the United Nations (2016) clarify that within this increase, there is also a huge variability between different countries in function of the social acceptance and the divorce trajectory in each state. Particularly it is noted that in the countries where the divorce process has been recently legalized or where it has been socially positively accepted, divorce rate is constantly increasing. In comparison, the countries where divorce has been legally implemented for a longer period of time or at least where social acceptance of divorce shows lower levels, the divorce rates have stabilized or even decreased.

This would be the situation of Spain, a country which after a period of dramatic increases in the number of divorce rates, currently experiments a recent stability which points to a significant decrease in

the coming years, although the deceleration can be explained by the economic situation of Spain in this period of time (Castro-Martín, Martín-García, Abellán, Pujol, & Puga, 2015). In the reports of the *Instituto Nacional de Estadística* [INE] (2015, 2016, 2017), important and different changes in the demographic behavior of the last three decades can be observed (See Graphic 1).

On the one hand, a change is noticed in the variation of new marriages, experimenting an increase since 2014 which contrasts with the previous decreasing trend. Diversely a demographic behavior can be seen in respect with the law *Ley 15/2005, de 8 de julio, por la que se modifican el Código Civil y la Ley de Enjuiciamiento Civil en materia de separación y divorcio*. The new legislation decriminalizes the marital separation and permits direct divorce without going through the separation procedure. Since the law came into effect, it notably stands out that families prefer divorce rather than legal separation (around 95% in most cases).

Finally, it must be noted that although the Spanish rates are similar to other European countries rates which rounds to 100,000 annual marital terminations, a slight fall can be appreciated from 2014 (INE, 2015, 2016, 2017).



Graph 1. Marital unions and terminations in Spain since 1998 to 2016 (Source: INE, 2017).

According to data regarding the total annual ruptures, it is estimated that more than half of the couples had children in common (Fariña, Martínón et al., 2016). The last INE report (2017) notes in detailed manner estimation that in the year 2016, 47.2% of the spouses had only under-age children under their wings, approximately 4.6% only had of legal age children who were economically dependent of their parents, and a 5.2% have both under-age and legal age children.

In addition to the marital relationships, the Phenomenon of the breakup of couples with children also includes an increase in the number of parents who do not maintain a marriage-type relationship. Due to this, the growing number of couples with children not registered in the Civil Registry, i.e. without legal ties, makes it difficult to estimate the total number of children exposed to parental breakdowns. Thus, Eurostat highlights an increase in the annual number of births of non-marital status children. This figure has multiplied tenfold in the last three decades, increasing from 4.4 % in 1988 to 40.9% in 2013, which is almost half of the total number of new births at present (Eurostat, 2017).

1.2 LEGAL ASPECTS RELATED TO FAMILY LINKAGES

Legislation has traditionally contemplated marriage as the basic figure for the creation of new family units. However, the increase number of couples who opt for civil relationships, simply living together with no legal attachment as well as the increase of monoparental family units, has broadened the traditional concept of family unit. In relation to the relationship, the European Convention for the Protection of Human Rights and Fundamental Freedom, commonly referred to as the European Convention of Human Rights; (Council of Europe, 1950); establishes that minor forms part of *ipso jure*, part of the family unit as from birth regardless the link that exists between his/her parents (Lázaro, 2011). In Spain, this phenomenon is referred to in the Civil Code (*Real Decreto de 24 de julio de 1889 por*

el que se publica el Código Civil) as a filiation by nature (i.e. related by blood, by conception during the marriage). To this is added adoptive relationship as well, both carrying the same legal effects. These legal effects refer not only to parental rights and responsibilities but also to the descendants' rights and obligations. It is possible to perform a disambiguation between the terms of parental rights and legal custody. Parental authority refers to parental responsibilities and relevant decision making in the lives of the children such as health issues and education issues. Child custody refers to the daily care organization of the minor where there is no parent cohabitation, as well as allocated times and dates for the child to spend with each parent. While, the first is always shared, except for the cause of deprivation of the same, the second can be exercised either shared or one of the two parent can have the major part of the custody without causing any harm to the first (Becerril & Venegas, 2017). Consequently, the moment the parents terminate their sentimental relationship, they must decide how they will work out their future parental responsibilities. This is due to the fact that the Civil Code requires that the breakup of the couple's relationship does not exempt the parents from their obligations and parental responsibilities.

Independently of the type of previous marital status (marriage, civil union or cohabitation, among others), it is necessary to elaborate and approve a regulatory agreement that includes matters related to the children that they have in common to guarantee their interests and rights. The proposal can, and it's best to be taken under mutual agreement by both parents. This must contain, among other things, how the daily care of the children subject to parental authority will be taken into effect, as well as the custody regime.

Even so, if the parents do not reach an agreement or the agreement is against the best interest of the child, the parental responsibility and child custody would be proclaimed by court order to guaranty the child's rights and his wellbeing.

It is necessary to highlight the importance of guaranteeing the right of the children to maintain the contact with their parents. The European Union Agency for Fundamental Rights (FRA) and the European Court of Human Rights (ECtHR) reiterate that the sons and daughters have the right to maintain in contact with both parents, except if it goes against the child's best interest, understanding by contact one that occurs on a regular basis, which allows the development of an interpersonal relationship and involves direct contact between children and parents. It is thus emphasized, that the court must bear in mind this right in order to take legal decisions relative to the child's custody and regulation of contact with the children (FRA/ ECtHR, 2015).

In relation to the extended family and based on the right of children to maintain a relationship with their parents and relatives, the legislation contemplates the possibility to include the grandparents in the communications regime, with a specific agreement of communications and visits. However, in Spain it has been necessary to develop the specific law *Ley 42/2003, de 21 de noviembre, de modificación del Código Civil y de la Ley de Enjuiciamiento Civil en materia de relaciones familiares de los nietos con los abuelos*, where a legal way is contemplated, especially in the cases of family breakdowns, to guarantee the minor's contact with the family environment as a reference. It should be noted that the Civil Code provides the possibility that, in exceptional cases of separation or divorce, the child's custody can be handed over to the grandparents, relatives or other persons who consent to it, or failing that, under the tutelage of a suitable institution, which will be applied under the judge's authority.

In families in which the child was born or has been adopted by two parents who maintain a relationship with of couples with coexistence, the exercise of parental responsibility is presumed jointly. However, after the break, the exercise of parental responsibility can be done exclusively (sole custody, divided, shared, or joint custody) with visitor rights for the non-custodial parent. The parents can decide the

type of custody or it can be established by a court order to guarantee that the arrangement only has the children's best interests at heart.

In Spain (INE, 2017) the majority trend is the sole custody to the mother, granted in 66.2% of the trials, although it is a lower percentage than the previous year (69.9%). On the contrary, shared custody has risen from 24.7% in 2016 to 28.3% in 2017. In relation to exclusive parental custody to the father, its allocation remains at the figure of 5.0%, close to 5.1% of the previous year. Finally, 0.5% of the guards and custodies were granted to institutions or relatives.

1.3 PARENTAL BREAKUP IMPACT ON CHILDREN AND ADOLESCENTS

Although a rupture is traditionally considered as from the moment when a couple ends their relationship, authors such as Amato (2000) conceptualize the breakup as a process that begins long before and can endure long after legal separation or dissolution. In this line, Fariña, Martín et al. (2016) sequence the process in three phases before, during and after the legal break.

Legal component inherent to the presence of minors (Demo, Allen, & Fine, 2000), holistically, this should be considered as a pisco-legal process. This process is considered one of the most stressful life experiences of adult life (Braver, Saphiro, & Goodman, 2006; Brobeck, Berger, & Znoj, 2017), even for those couples in which divorce is beneficial for the family (Demo & Fine, 2010).

The scientific literature has shown the diversity and magnitude of the effects that the rupture of a couple can have on all the members of the family unit, both in their physical health (Fuller-Thomson & Dalton, 2015; Guzmán-Pantoja et al. al., 2008) as a socio-emotional level or in the adaptation to the new family situation (Guzmán-Pantoja et al., 2008; Kaslow, 2013; Lorenz, Wickrama, Conger, & Elder, 2006). In addition, the impact on the members of the couple has been

evaluated, in which an increase of the risk of mortality is showed being higher for young adults, especially in the years following the marriage dissolution (Shor, Roelfs, Bugyi, & Schwartz, 2012).

This type of process, which carries a high emotional implication, provokes situations of tension of which the children and adolescents do not have fully developed their cognitive abilities or their stress coping skills to deal with it (Fariña, Martínón et al., 2016). The severity of the consequences that the parental separation has for the sons and daughters has aroused interest in the Scientific Community, especially in recent years (Corrás, Fariña, & Redondo, 2017).

The American Pediatrics Academy (AAP, 2012) from an Ecological and Biological Development (EBD) perspective, warns that Adverse Childhood Experiences (ACE), such as experiencing parental breakup, are potential sources of toxic stress for children and adolescents. The concept of toxic stress refers to an excessive and prolonged activation of the psychophysiological response system in absence of protective factors (AAP, 2012). Experiencing this type of stress in childhood or adolescents can have an impact on brain development, with health, behavior and educational consequences in the young minor (Orgilés & Samper, 2011).

With this, research has found evidence that experiencing parental separation can have negative effects in different areas of children's lives (Amato, 2001; Amato & Keith, 1991), manifesting itself in both short and long term (Amato & Patterson, 2016; Anthony, Di-Perna, & Amato, 2014).

1.3.1 Physical Health Consequences

Parental breakup has aroused interest in the health field due to the seriousness of the impact and effects that it has on the children's physical health. The adverse effects of experiencing this process have been recorded both in short (Askew, Schluter, Spurling, Bond, &

Brown, 2013) and in the long term, even in adulthood (Fuller-Thomson & Dalton, 2015; Larson & Halfon, 2013). Researchers from different specialties have studied the relationship between the breakdown of parents' marriages and alterations in the children's health as well as the development of pathologies, both acute and chronic (Amato, 2000, Nunes-Costa, Lamela, & Figueiredo, 2009).

a) Regarding cardiovascular health, it has been observed that parental breakup is associated with a higher incidence of coronary diseases and hypertension in children and adolescents (Guzmán-Pantoja et al., 2008; Krantz & Manuck, 1984). In adulthood, a higher risk of mortality due to cardiovascular pathologies in those who experienced the separation of parents in childhood was detected. (Larson & Halfon, 2013).

b) In relation to metabolic problems, the experience of rupture has been associated with an increased risk of the development of diabetes mellitus type 1 (Karavanaki et al., 2008), with higher rates of obesity in childhood (Koch, Sepa, & Ludvigsson, 2008) or an increase in the risk of developing a metabolic disorder (Alciati, Gesuele, Cassaza, & Foschi, 2011).

c) In relation to the respiratory system, there is a greater propensity to suffer from asthma in the paediatric population which have been exposed to the separation of their parents (Guzmán-Pantoja et al., 2008). In long-term effects, there has been an increased risk of developing respiratory disorders in university students (Seijo, Souto, & Arce, 2009) and of suffering from COPD (Chronic Obstructive Pulmonary Disease) in adulthood (Cunningham, Ford, Croft, Merrick, Rolle, & Giles, 2014).

d) In the dermatological field, there has been a greater tendency to suffer skin infections in children who experience parental rupture (Askew et al., 2013).

e) Regarding the immune system, there has been an increased risk of contracting infectious diseases (Seijo et al., 2009; Seijo, Novo, Carracedo, & Fariña, 2010) and to develop autoimmune diseases (Dube, Fairweather, Pearson, Felitti, Anda, & Croft, 2009).

f) At the genitourinary level, a higher incidence of genitourinary alterations has been detected (Plante & Kamm, 2008; Seijo et al., 2009; Seijo et al., 2010) and alterations in sphincter control (Buitrago et al, 2016), arriving to manifest regressive behaviours in competences already acquired.

g) It has been observed an association between somatic processes and parental breakup, showing a greater tendency to suffer headaches or stomach ailments (Reiter, Hjörleifsson, Breidablik, & Meland, 2013) as well as musculoskeletal and back pain (Larsson & Sund, 2007) in children and adolescents exposed to parental divorce. In this line, some authors (Gils, Janssesns, & Rosmlen, 2014; Luecken & Fabriciusm, 2003; Orgilés, Amorós, Espada, & Méndez, 2008) consider that the negative emotions associated with parental rupture can have a mediating effect on the processes of somatisation of children, increasing the risk associated.

h) On a neurological level, it has been found that this type of experience carries a higher risk of suffering migraines (without aura), especially those with a chronic course (Tietjen, Khubchandani, Herial, & Shah, 2012). In the long term, there has been an increase in the risk of suffering a cerebrovascular accident (CVA) in adulthood (Fuller-Thomson & Dalton, 2015).

Likewise, experiencing parental breakup has been linked to an increase in the development of potentially inappropriate habits for health promotion such as the consumption of toxic substances (Broms, Koskenvuo, Sillanmäki, Mattila, & Koskenvuo, 2012).

In relation to life expectancy, it has been found that the experience of parental separation directly affects on children and

adolescent mortality rates. Specifically, experiencing this type of stressful events increases the risk of suicide or attempted suicide in children and adolescents (Bruwer et al., 2014; Fuller-Thomson & Dalton, 2011; WHO, 2006).

1.3.2 Psychological Consequences

Experiences such as the separation or divorce of parents have been linked to negative effects on the psycho-emotional well-being of the children (Amato, 2001; Amato & Keith, 1991; Nunes-Costa et al., 2009). Among the psycho-emotional consequences, there is an increased risk of developing alterations, both internalizing and externalizing (Weaver & Schofield, 2015). Among the symptomatology, highlights the increased levels of anxiety (Sheikh, 2017) and depression (Barkey, 2014).

It is also been noted that the divorce of parents can have a negative impact on the self-concept of the sons/daughters (Amato, 2001; Amato & Keith, 1991; Barkey, 2014) and consequently due to this, adverse effects derive from an inadequate self-concept (Verrocchio, Marchetti, & Fulcheri, 2015). Wallerstein (1991) it was found that the negative impact on the self-esteem of such was maintained up to fifteen years after the parents' breakup.

1.3.3 Behavior Consequences

In relation to behavioral alterations, parental rupture has been related to an increased risk of presenting behavioral disorders or disruptive behaviors (Amato, 2001; Amato & Keith, 1991) as well as a greater tendency towards aggressiveness, dependence or antisocial behaviors (Hetherington, 1991). It should be noted that these adverse effects can have a long-term course, and may be manifested or maintained from the following two years (Arkes, 2015) until six years after the break (Hetherington, Cox, & Cox, 1985).

1.3.4 Social Consequences

From the social perspective, it has been observed that parental divorce can have short-term consequences in the social relationships of the sons and daughters, raising the risk of developing social problems (Amato, 2001; Amato and Keith, 1991).

The parental breakup can have long-term consequences for children and adolescents when they are adults, showing a negative impact on their couple relationships and its stability (Arocho & Kamp-Dush, 2017; Feldhaus & Heintz-Martin, 2015). Thus, it was observed a tendency to experience more couple ruptures in contrast to other adults which had not experienced the breakup of their parents (Amato, 1996; Amato & Patterson, 2016; Corrás, Fariña, et al., 2017). This phenomenon has been coined as Intergenerational Transmission of Divorce (ITD) (Landis-Kleine, Foley, Nall, Padgett, & Walters-Palmer, 1995). Specifically, they tend to present less stability in their relationships (Yáñez-Yaben, Comino, & Garmendia, 2012) and a lower tendency to marriage (Valle & Tillman, 2014). Furthermore, they manifest higher distress level (Trombello, Schoebi, & Bradbury, 2015) and lower satisfaction in their relationships (Barkey, 2014). Some studies indicate that the ITD is explained by genetic factors in contrast to the environment, which shows a smaller effect (Salvatore, Larsson-Lönn, Sundquist, Sundquist, & Kendler, 2018). Likewise, it has been found that these effects can affect even second generations, appreciating ITD in grandchildren with legal separated or divorced grandparents (Yáñez-Yaben, et al., 2012). However, the ITD phenomenon may be mitigated by the increase in the social and personal acceptance of divorce, in contrast with the previous social rejection experienced by families which opted for marital dissolution (Feldhaus & Heinz-Martin, 2015).

1.3.5 Academic and Scholar Consequences

The literature states that parental rupture produces adverse effects on academic and school adjustment (Amato, 2001; Amato & Keith, 1991; Anthony et al., 2014; Havermans, Botterman, & Matthij, 2014).

On the one hand, multiple investigations show a decrease in the academic performance of children and adolescents exposed to parental divorce (Anthony et al., 2014; Arkes, 2015). As a result, the children and adolescents exposed to parental breakup have a greater risk of scholar failure and repeat a course more frequently than children from intact homes (Fariña, Corrás, & Vilariño, 2016). On this line, the adverse consequences may appear in the previous two or four years before the break (Arkes, 2015) and can stay until six years later (Modecki, Hagan, Sandler, & Wolchik, 2015). Although the most of the negative effects diminished with time, the affectation in reading and understanding skills not only become chronic but also increases (Arkes, 2015). On the other hand, Barkey (2014) has highlighted that parental divorce has effects on the adjustment to the school environment of the children and adolescents, showing lower values. The studies carried out with university students show that parental divorce was negatively associated with the academic achievements (Berticat, Durand, Raymond, & Faurie, 2017) and it decreases the probability to attend to university (Bernardi & Radl, 2014).

Until the most of research noted a diminish on the scholar achievement, they also warn of potential moderator variables which can explain the variability of these results. In this line, it was noted that the impact of the parental breakup was higher on the elder sons and daughters in front of younger children (Anthony et al., 2014). In this line, there are potential moderator variables like the number of brothers or sisters and the sex of them (Sun & Li, 2009). In detail, the daughters exposed to parental divorce show a higher probability to achieve lower values in maths subjects (Anthony et al., 2014). The socio-economic status is another moderator variable. In this line, the families with lower economic capacity show increase the negative

impact of parental breakup on scholar achievement (Sun & Li, 2009). Finally, Anthony et al. (2014) warn that the researchers must consider the individual trajectory of each student, comparing his achievements before and after the parental breakup.

1.3.6 Socio-economic Consequences

Parental divorce has a direct effect on the family, dividing it into two new family units. Thus, this implies a decrease in the purchasing capacity and an impoverishment that can lead, in some cases, to situations of social exclusion, or self-exclusion caused by the inability to cover certain expenses that were previously easily assumable like housing, food or leisure (Fariña, Arce, & Seijo, 2015). In this line, some authors (Amato & James, 2010; Bröckel, & Andreß, 2015) found that the parental rupture has a negative impact on the adjustment and socio-economic status on families with under-age children or adolescents. Furthermore, it has been observed that families in a contested divorce process (*divorcio contencioso*) suffer a higher socio-economic impact in comparison with families which choose an uncontested divorce (*divorcio de mutuo acuerdo*) (Corrás, Fariña, & Redondo, 2016).

Finally, the literature shows a large number of scientific researches boarding the negative impact that parental breakup can have on the family socio-economic status. Notwithstanding there are fewer studies which investigated the impact of parental divorce on the socio-economic status of the children. In this line, the scientific literature warns not only short-term consequences when the children or adolescents are still in the care of their parents (Corrás, Fariña, & Redondo, 2016) but also long-term consequences, warning that the negative impact can persist until they become adults (Sun & Li, 2008).

1.4 RUPTURE PROCESS POSITIVE MANAGEMENT

Although it has been confirmed that the Scientific Community is concerned about the multiple adverse effects that parental rupture can have on their sons and daughters, it is also necessary to develop and improve mechanisms and tools for their early management and to reduce their negative impact in the members of the family. Not in vain, the Article 39 of the Spanish Constitution establishes the public powers obligation to ensure the social, economic and legal protection of the family. Especially, in cases of divorces involving children to minimize the adverse effects of divorce through preventive mechanisms (Acuña, 2015), accordingly with children rights international jurisprudence.

Different studies have indicated that one of the main mechanisms to reduce the negative outcomes of parental breakup is the promotion of positive co-parenting (Bastais & Mortelmans, 2016; Ferraro, Malespin, Oehme, Bruker, & Opel, 2016; Mahrer, Winslow, Wolchik, Tein, & Sandler, 2014). In this sense, scientific research points out the importance of not exposing under-age children to parental conflict and warns that involving them in it considerably increases the adverse effects of parental rupture (Bannon, Barle, Mennella, & O'Leary, 2018). It has been observed that a responsible co-parenting prevents that the consequences of the relationship breakup affect to other family members and protect the children from adverse outcomes (Fariña & Arce, 2008). Furthermore, the positive co-parenting can be a guarantee of well-being if the changes improve the family dynamics.



2. OBJECTIVES

Parental breakup and its effects have been consolidated as an object of interest for different fields of the literature. The present Doctoral Dissertation is focused on the parental breakup experienced by children and adolescents, with the specific aim of estimating the impact that parental divorce has on the different facets of the life of the sons and daughters. For this purpose, three main scientific articles have been developed, in which the investigation designs were developed attending not only to a common objective but also to the specific objectives. Consequently, each article has its particular sample, design, and data analysis procedures in order to a proper estimation of the different consequences of parental breakup on children and adolescents.

2.1 MAIN OBJECTIVE

The main objective of the current research is to evaluate the parental breakup impact on children and adolescents.

Therefore, this objective is divided into specific objectives, which estimate the impact of parental divorce on each variable object of study, as exposed below.

2.2 SPECIFIC OBJECTIVES

1. Assess the risk of developing physical health problems in children exposed to parental breakup.
2. Evaluate the impact of parental divorce on the psychoemotional adjustment of children and adolescents.

3. Measure the effects of the parental breakup on the social adjustment of children and adolescents.

4. Assess the parental divorce consequences on scholar adjustment and on the academic achievement of the children and adolescents.

5. Estimate the epidemiology and quantify the parental divorce impact on the whole family socio-economic status.



3. METHOD

The current Doctoral Dissertation is formed by three articles. Each study was designed independently, regarding the specific objectives, the different hypothesis evaluated, the sample characteristics and the variables analyzed.

The methodology used in the investigation is described in detail as follow.

3.1 PARTICIPANTS

To analyze the impact of parental breakup on the physical health, a sample of 488 families with children it was gathered. The families were derived from pediatric assistance. A total quantity of 21 participants was discarded because the reason for the no cohabitation was not the parental breakup. Therefore, the final sample was composed of 467 participants. The sample was divided into two groups. The first group has 300 (64.2%) participants exposed to parental breakup (families with parental breakup). The second group has 167 (35.8%) participants who have not experienced their parents' rupture (intact families). The participants were aged from 2 to 8 years old ($M = 8.20$; $SD = 4.24$). The 49.5% of the participants were males and the 50.5% were females. It was necessary that has passed at least one year since the parental breakup to be included on the group of children exposed to parental breakup, and the mean for this variable was 3.23 years ($SD = 3.03$) from the rupture. Finally, the mean of the age of the participants when the breakup took place was 6.23 years ($DT = 4.04$).

On the evaluation of parental breakup impact on socio-economic status, psychological adjustment, parental breakup impact on

psychological adjustment, the social adjustment, behavioral disorders, self-concept, and academic achievement, a total of 346 children formed the sample. The participants were 183 females (52.9%), and 163 males (47.1%). Regarding the type of family, 173 were participants exposed to parental breakup and 173 from intact homes. The age range from 6 to 17 years ($M = 11.69$, $SD = 3.39$). Finally, the mean for the time past from the rupture and the evaluation was 6.72 years ($SD=3.90$).

To estimate the impact of experiencing the parental separation on the academic performance, a total of 196 children from families with parental rupture formed the sample. Participants were classified into three groups according to their age. The *level 1* corresponds to the children of ages from 8 to 11 years ($M=9.94$, $SD=1.04$), the *level 2* corresponds to children of ages from 12 to 14 years ($M=13.20$, $SD=0.78$) and the *level 3* is composed by adolescents of ages from 15 to 17 years ($M=16.10$, $SD=1.05$). The level 1 has a total of 109 participants, and 56.9% were females and 43.1% were males. The subsample of level 2 was formed by 46 participants, 45.6 % were females and 54.3% were males. Finally, the level 3 has 41 participants and 51.2% were females and 48.8% were males.

3.2 MEASURE INSTRUMENTS

The physical health indicators were gathered using the Spanish adaptation of the Structured Developmental History of the BASC (Reynolds & Kamphaus, 2004), which is part of the instrument Behavior Assessment System for Children (Reynolds & Kamphaus, 1992). The physical health indicators were obtained from a structured interview with the parent who was the main caregiver, who knows the medical history of the children or adolescent. In detail, there are ten blocks with different health problems. An indicator is codified as positive/present if the interviewed informs that the health problems persist at present. The indicators are grouped as follows: Respiratory problems, cardiovascular issues, gastrointestinal problems,

genitourinary issues, musculoskeletal problems, dermatological problems, neurological problems, allergic problems, auditory problems, and visual problems.

To evaluate the psychological adjustment, the instrument applied was the Spanish adaptation of the Symptom Check List 90-R (SCL90-R) (Derogatis, 1977). It can be administered to adolescents older than 13 years of age. The checklist is formed by 90 items which assess nine primary symptom dimensions: somatisation ($\alpha=.86$), obsessive-compulsive ($\alpha=.86$), interpersonal sensitivity ($\alpha=.83$), depression ($\alpha=.90$), anxiety ($\alpha=.85$), hostility ($\alpha=.84$), phobic anxiety ($\alpha=.82$), paranoid ideation ($\alpha=.80$), psychoticism ($\alpha=.77$). The instrument also has the next three global distress indexes: global severity index, positive symptom distress index, and positive symptom total). The evaluated person has to rate his psychopathological disorders and symptoms on a 5-point Likert-type scale ranging from “not at all” (0), “a little bit” (1), “moderately” (2), “quite a bit” (3) to “extremely” (4).

The self-concept was estimated using the instrument Forma 5 [AF-5] Self-concept questionnaire (García & Musitu, 2014), a self-report questionnaire for 12-year-olds and older, consisting of 30 items scored on a 3-point Likert-type scale ranging from “always” (1), “a little bit” (2), to “never” (3). The instrument measure five factors, academic self-concept ($\alpha=.88$), social self-concept ($\alpha=.71$), emotional self-concept ($\alpha=.73$), physical self-concept ($\alpha=.76$), and family self-concept ($\alpha=.80$).

The socialization was measured the BAS-3 Socialization Battery (Silva & Martorell, 1989). The instrument can be applied to adolescents aged 12 or older. It is a self-report formed by 75 items with two types of answers, yes or not. The BAS-3 is structured on five dimensions: consideration for others ($\alpha=.82$); self-control in social relations ($\alpha=.78$), social withdrawal ($\alpha=.81$), social/shyness anxiety ($\alpha=.78$) and leadership ($\alpha=.73$).

The measure of academic achievement was self-reported by children as either good or bad. Furthermore, self-reports of dropping out of school, in response to the question of whether they had failed a grade, was cross-checked with the parents, and full consistency was observed. The Spanish education system for children under the age of 8 years cannot repeat a grade, the children from 10 to 12 years can only repeat a grade once every two years, and the adolescents aged 12 years and older may repeat a grade on a yearly basis; so this question was only applicable to 8-year-olds and older.

To assess the maladjustment in the school the Multifactorial Test of Adaptation for Children (TAMAI) developed by Hernández-Guanir (2015) was applied. The instrument is designed for children and adolescents aged 8 or more and divide them into three levels (level 1 for children aged from 8 to 11 years, level 2 for adolescents aged from 12 to 14, and level 3 for adolescents aged 15 years and older). The internal consistency obtained for the whole sample was $\alpha=.86$. The dimension school maladjustment at level 1 obtains an $\alpha=.71$ (sub-dimensions: external school adjustment, $\alpha=.79$; aversion to instruction, $\alpha=.71$; and aversion to learning, $\alpha=.69$). The internal consistency at level 2 was $\alpha=.79$ for level 2 (sub-dimensions: hypo-commitment, $\alpha=.73$; hypo-motivation, $\alpha=.81$; aversion to teachers, $\alpha=.80$; and indiscipline, $\alpha=.72$). Finally, the school maladjustment at level 3 obtains an internal consistency of $\alpha=.83$ (sub-dimensions: aversion to instruction, $\alpha=.89$; hypo-commitment, $\alpha=.75$; hypo-motivation, $\alpha=.70$; school dissatisfaction, $\alpha=.71$; aversion to teachers, $\alpha=.68$; and indiscipline $\alpha=.84$). Furthermore, the behavioral disorders were measured in the scholar and social contexts, using the disobedience subscales ($\alpha=.82$) and social aggressiveness ($\alpha=.77$). The norms of the test classify the behavioral disorders as confirmed (percentile 61 or higher) and not confirmed (percentile 60 or lower).

To estimate the family socio-economic status, the parents' self-reports of annual income were corroborated with their annual tax declarations (joint income or the sum of both independent incomes), to determine the total income of the family unit. It was obtained the

pre- and post-rupture data, and it transformed into a categorical variable which indicates if the income is below or above the poverty threshold reported to Spain by official organizations like the Instituto Nacional de Estadística European Anti-Poverty Network.

3.3 DESIGN

To evaluate the impact of parental breakup on physical health, a cross-sectional designed study was conducted. The family type (intact homes vs. separated parents) was the predictor variable and the dependent variables were the physical health indicators.

To estimate the epidemiology and quantify the impact of parental breakup on socio-economic status, psychological adjustment, parental breakup impact on psychological adjustment, the social adjustment, behavioral disorders, social relations, self-concept, and academic achievement, negative outcomes linked to parental breakup, a quasi-experimental research methodology was performed. Thus, the data was composed by two groups attending to family type, children from families with rupture and intact homes.

To identify and quantify damage in the mediating variables between parental separation and school failure, a field study was designed with children exposed to parental breakup.

3.4 PROCEDURE

The studies were recruited in Primary Healthcare pediatric services in Galicia. Participants were recruited from the pediatricians. Then, parents were explained by the pediatrician the objectives of the study and were asked to collaborate and a member of the research team contacted parents. The families participated voluntarily in the study and the informed consent was obtained from parents. The

measurement instruments were administered by rotating the order of administration. No case exceeded 50 min of continuous evaluation

The studies were approved by the Clinical Research Ethics Committee of the Autonomous Community of Galicia (Spain) and the data were processed in compliance with the Spanish Data Protection Law to guarantee the privacy and anonymity of people or families.

3.5 DATA ANALYSIS

To estimate the risk of developing physical health problems, a binary logistic regression analysis was applied, using as predictor variable the type of family (intact home vs. family with rupture) and as the dependent variable the physical health indicators.

The Odd Ratio (OR) was used to estimate the effect size of the associations between parental breakup exposition and the risk of developing negative outcomes.

To calculate the rate of development of the physical health problems due to the exposition of the parental breakup, the analysis of the Attributable Fraction (AF_e), also called Attributable Proportion, was executed.

To estimate the risk of development of the physical health problems due to the exposition of the parental breakup, the analysis of the Attributable Risk (AR_e) was applied.

To estimate the relationship between categorical variables it was executed the Pearson Chi-squared test (written as χ^2 test).

To estimate the increases in adverse effects the Binomial Effect Size Display (Rosnow and Rosenthal, 1996) was used. The BESD transforms effect sizes of Cohen's *d* or OR to *r*, or by obtaining the

effect sizes directly from r , and it transforms the confidence intervals into r to z (Fisher's transformation). The estimation of negative outcomes was interpreted in terms of categories of adverse reactions or undesired effects (World Health Organization, n.d.): very frequent or very important ($\geq 1/10$), frequent/important ($\geq 1/100$ to $< 1/10$), not frequent/not important ($\geq 1/1000$ to $< 1/100$), rare/scarcely ($\geq 1/10,000$ to $< 1/1000$), very rare/very scarce ($< 1/10,000$).

To estimate the mean differences, it was performed MANOVAs analysis with Pillai-Bartlett trace as the multivariate test statistic given that it is more robust to the heterogeneity effects of the variance matrices (Olson, 1976). Though variance homogeneity is not an important requirement when dealing with similarly sized groups (big/small < 1.5), it was analyzed to determine if it supported or rejected the hypothesis by comparing the theoretical F (of the homogeneity test) with the empirical one: if the theoretical F is smaller than the empirical one, the alternative hypothesis is substantiated, and vice versa (Palmer, 1996). The effect sizes were estimated as "partial eta-squared" for multivariate contrasts and Cohen's d (Glass delta when heterogeneity of variance was observed: Glass et al., 1981, p. 29), with the confidence intervals, CIs (when 95% CIs do not include zero, the results may be generalized to other samples with a 97.5% probability), derived from the formula of Hedges and Olkin (1985).

The analysis of mean for the sample of children from separated parents was compared with the mean adjustment of the normative population (test value) provided in the instrument manual. As for the effect sizes Cohen's d was computed, being the confidence intervals for d derived from with Hunter and Schmidt's (2015) formula to estimate the generalization of the results to other samples.



4. RESULTS

The results of the impact of parental breakup on children and adolescents are displayed as follows. To facilitate the approach, the findings have been grouped according to the nature of the different variables evaluated.

4.1 IMPACT ON PHYSICAL HEALTH

In terms of the impact on the children's physical health, the parental breakup is linked with a higher probability of developing, in general, some physical health problem in the sons and daughters exposed to parental separation in comparison with children from intact homes. Specifically, it is estimated that the children and adolescents exposed to parental breakup have approximately double the risk of suffering any disorder ($OR = 1.791$) in contrast with those of the control group (intact families). Experiencing the parental breakup involves an increase of the 9.7% ($ARe = .097$) on the risk of developing health problems and is considered the exclusive cause in the 11.6% ($AFe = .116$) of the problems identified.

In detail, the results show that the exposure to the parental rupture increases the risk of suffering gastrointestinal, genitourinary, dermatological and neurological problems in contrast with unexposed minors from the group of intact families. It should be noted that the analysis do not find significant results for respiratory, cardiovascular, musculoskeletal, allergic, auditory and visual disorders.

4.1.1 Impact on Gastrointestinal Health

The data analysis shows that the children exposed to parental separation had approximately double the risk of gastrointestinal problems ($OR=2.258$) in front of children from intact homes. Furthermore, the gastrointestinal diseases on the 46.5% are due to parental breakup exposure ($AF_e=.465$) and increasing the risk of suffering the disorder a 14.1% ($AR_e=.141$).

4.1.2 Impact on Genitourinary Health

The results establish that exposition to parental breakup increase approximately doubles the risk of genitourinary problems ($OR=1.770$) in comparison with not exposed children. Moreover, the 37.7% of genitourinary problems are due to parental separation ($AF_e=.377$), which increase the risk of suffering the disease a 7.7% ($AR_e=.077$).

4.1.3 Impact on Dermatological Health

The data analysis shows that the children exposed to parental divorce had approximately double the risk of dermatological problems ($OR=1.983$) in front of children from intact homes. Furthermore, the dermatological diseases on the 38.1% are due to parental breakup exposure ($AF_e=.381$) and increasing the risk of suffering the disorder a 14.1% ($AR_e=.141$).

4.1.4 Impact on Neurological Health

The results establish that exposition to parental breakup increase approximately double the risk of neurological problems ($OR=1.997$) in comparison with not exposed children. Moreover, the 30.5% of

neurological problems are due to parental separation ($AFe=.305$), which increase the risk of suffering the disease a 17.1% ($ARe=.171$).

4.2 IMPACT ON PSYCHOLOGICAL ADJUSTMENT

The data analysis shows a negative effect of parental breakup on the children psychological adjustment (clinical dimensions), Pillai's Trace = 0.13, $F(9,143) = 2.31$, $p < 0.05$, $1-\beta = 0.896$, which explains the 12.7% of the variance of mental health, $\eta^2 = 0.127$. Furthermore, the results shows that parental divorce had effects on global distress, Pillai's Trace = 0.05, $F(3,148) = 2.75$, $p < 0.05$, $1-\beta = 0.656$, explaining 5.3% of the variance, $\eta^2 = 0.053$.

In addition, an epidemiological analysis has been executed for each clinical dimension. The confidence intervals of the following results did not include zero, so they were generalizable to other samples with a probability of 97.5%.

4.2.1 Impact on Depression

Epidemiologically, the exposure to parental breakup was responsible for the 20% of the depressive symptomatology registered, the impact ranged from 4.3% to 38.4 % (95% CIs for r showed, with a 95% probability).

4.2.2 Impact on Anxiety

The results show that epidemiologically, the parental breakup is linked with a high probability of suffering anxiety symptoms (17%). Moreover, the 95% CIs for r showed, with a 95% probability, that

injury ranged from 1.2 to 32% for generalized anxiety symptomatology.

4.2.3 Impact on Hostility

Epidemiologically, the exposure to parental breakup was responsible for the 27% of the hostility registered, and the impact ranged from 11.6% to 41.1% (95% CIs for r showed, with a 95% probability).

4.2.4 Impact on Paranoid Ideation

The results show that epidemiologically, the parental breakup is linked with a high probability of suffering paranoid ideation (20%). Moreover, the 95% CIs for r showed, with a 95% probability, that injury ranged from 4.3 to 34.8% for persecutory ideas.

4.2.5 Impact on Psychoticism

Epidemiologically, the exposure to parental breakup was responsible for 19% of the interpersonal alienation registered, and the impact on psychoticism ranged from 3.2% to 33.8% (95% CIs for r showed, with a 95% probability).

4.2.6 Impact on Global Severity Distress (GSI)

The exposition of parental breakup is linked with an increase (17%) on the Global Severity Distress (GSI) in comparison with children from intact homes, ranging between 1.2 and 32% (95% CI for r).

4.3 IMPACT ON SELF-CONCEPT

The results show that parental breakup has effects on the self-concept of the children and adolescents exposed in comparison with participants from intact homes. The multivariate analysis of variance executed short shows show the sample factor had a significant effect on self-concept, Pillai's Trace=0.23, $F_{(5,146)}=8.85$, $p<.001$, $1-\beta=1.00$, explaining 23.2%, $\eta^2=0.232$, of the variable.

The results for self-concept and the significant results on its dimensions were generalizable to other samples with a probability of 97.5% because their confidence intervals did not include zero.

4.3.1 Impact on Academic Self-concept

The results show that parental breakup is linked with a decrease (32%) on the academic self-concept of the sons and daughters, ranging from 16.9 to 47.5 % (95% CI for r).

4.3.2 Impact on Emotional Self-concept

It has been observed an association between parental separation and a decrease of the 27% on the emotional self-concept of the children and adolescents exposed to it. This effect ranged from 11.5 to 41.2% (95% CI for r).

4.3.3 Impact on Physical Self-concept

The results show that parental breakup is linked with a decrease (22%) on the physical self-concept of the sons and daughters, ranging from 6.3 to 36.7% (95% CI for r).

4.3.4 Impact on Family Self-concept

It has been noted an association between parental separation and a decrease of the 37% on the family self-concept of the children and adolescents exposed to it. This effect ranged from 19.4 to 47.7% (95% CI for r).

4.4 IMPACT ON SOCIAL RELATIONS

The results of the multivariate analysis of variance showed a significant multivariate effect of the sample factor (family with parental breakup vs. intact family) on the socialization of children, Pillai's Trace = 0.08, $F_{(5,146)}=2.36$, $p<.05$, $1-\beta=0.741$, with the sample explaining 7.5% of socialization, $\eta^2=0.075$.

The significant results of social relations and its dimensions were generalizable to other samples with a probability of 97.5% because their confidence intervals did not include zero.

4.4.1 Impact on Self-control on Social Relationships

The analysis notes that children and adolescents exposed to parental breakup had exhibited less self-control in social relation (16%), showing less compliant with social rules and norms fostering peaceful coexistence. The impact range from 1 to 31% (95% CI for r).

4.4.2 Impact on Social Withdrawal

The children and adolescents exposed to parental divorce show more social withdrawal (21%) being actively or passively alienated

from others. The increase of social withdrawal ranged from 4.9 to 35.5% (95% CI for r).

4.5 IMPACT ON BEHAVIOR

4.5.1 Impact on Disobedience

The results show that parental breakup is linked to children disruptive behavior in class ($\chi^2_{(1,N=314)}=5.49$, $p<.05$, $\phi=0.132$). Certainly, the children and adolescents exposed to parental divorce had the double the risk of disruptive behavior in the class ($OR=2.18$). Epidemiologically, parental breakup increased the mean disobedience in class of 13.2%, ranging from 2.2 to 23.9% (95% CI).

The results were generalizable to other samples with a probability of 97.5% because the interval did not include zero.

4.5.2 Impact on Social Aggressiveness

The analysis noted an increase in aggressive behavior in social contexts in children and adolescents exposed to parental divorce ($\chi^2_{(1,N=320)}=4.47$, $p<.05$, $\phi=0.118$). Briefly, 1.65 more cases of social aggressiveness ($OR=1.65$) were reported in children from separated families than intact homes. Epidemiologically, the parental separation was linked to an increase in mean aggressive behavior in social relations of 11.8%, ranging from 0.9 to 22.5% (95% CI).

These results were generalizable to other samples with a probability of 97.5% because the interval did not include zero. Results were generalizable to other samples with a probability of 97.5%, 95% CI [1.04, 2.64].

4.6 IMPACT ON SCHOOL ADJUSTMENT

The analysis show significant positive effects in maladjustment at school linked to parental breakup. Briefly, the results show a small effect size in level 1 (children aged 8 years to 11), moderate in level 2 (adolescents aged 12 to 14 years), and large in level 3 (adolescents aged 15 or older).

Notwithstanding, these results are not generalizable to the entire population of children from separated parents because the intervals include zero (95% CIs).

4.6.1 Impact on School Adjustment in children aged 8 to 11 years

The results show significant and positive effects of parental breakup on school maladjustment. The average amount of damages was 21% for external school maladjustment, 13% for aversion to institution, and 25% for aversion to learning.

Nevertheless, these results may not be generalized to the whole population of children exposed to parental breakup, because it may have adjustment effects for some samples. The damages results were positive and significant for external school maladjustment and aversion to learning (CIs of r do not include zero), but not significant for aversion to the institution (negative CI lower limit, including zero), meaning that for some children separation diminished the aversion to the institution (positive effects).

4.6.2 Impact on School Adjustment in adolescents aged 12 to 14 years

The results show significant and positive effects of parental breakup on school maladjustment. The average damage was 33% for aversion to instruction, 29% for hypo-commitment, 29% for hypo-motivation, and 28% aversion to teachers. No effects were registered in indiscipline.

Notwithstanding, the results may not be generalized to the entire population of children because the intervals include zero. Interestingly, the lower limits for hypo-motivation and hypo-commitment were zero. Also, the limit for aversion to teachers was negative. It means that for some adolescents there were no effects or adjustment effects.

4.6.3 Impact on School Adjustment in adolescents aged 15 and older

The results show that adolescents from separated parents exhibited significantly higher maladjustment manifested by aversion to instruction (38%), hypo-commitment (30%), hypo-motivation (42%), school dissatisfaction (33%), aversion to teachers (23%), and indiscipline (21%).

Notwithstanding these results may not be generalized to children from the separated parents' population. The results for hypo-commitment, aversion to teachers, and indiscipline was not significant as the CIs lower limits were negative, meaning that for some adolescents more adjustment effects on these variables were registered.

4.7 IMPACT ON ACADEMIC ACHIEVEMENT

The analysis show a negative impact due to the parental breakup in the academic performance. Specifically, the self-reported academic performance and the reported by the parents, show a decrease in academic performance and more school dropout.

The results were generalizable to other samples with a probability of 97.5% because the interval did not include zero.

4.7.1 Impact on Self-reported Academic Performance

Self-reported academic performance was significantly linked to parental separation, $\chi^2_{(1, N = 346)} = 9.87$, $p < .001$, $\phi = 0.169$. Children and adolescents exposed to parental breakup doubled the probability of negative academic performance (OR=2.16) than children from intact homes. Epidemiologically, parental breakup exposition increase probability of negative academic performance of 16.9%, ranging from 6.5 to 27% (95% CI).

4.7.2 Impact on School Failure

School failure was significantly associated to parental breakup, $\chi^2_{(1, N = 181)} = 3.85$, $p < .05$, $\phi = 0.146$. Children and adolescents exposed to parental breakup doubled the probability of school failure (OR=2.27) than children from intact homes. Epidemiologically, parental breakup exposition increase probability of repeat grade of 14.6%, ranging from 2.5 to 26.3 % (95% CI).

4.8 Impact on Socio-economic Status

The results show a significant increase of probability of falling below the poverty line linked to parental breakup ($\chi^2_{(1, N = 186)} = 22.42$, $p < .001$). In detail, the probability of separated families (0.645) of falling below the poverty threshold is twice ($OR = 2.11$) in contrast to pre-parental separation (0.306). These results are generalizable to other post-separation samples with a probability of 97.5%, 95% CI [0.574, 0.710].

Epidemiologically, the parental breakup increases the poverty incidence rate of 33.9% (0.339), 95% CI [0.275, 0.409], and ranging with a 95% probability from 27.5 to 40.9%.





5. DISCUSSION

Regarding the results obtained from the different studies, the following conclusions can be established.

5.1 PHYSICAL HEALTH

The parental breakup is a risk factor for the sons and daughters physical health, increasing the probability of suffering some health disorder. In detail, the children and adolescents exposed to parental breakup had approximately double the risk of gastrointestinal, genitourinary, dermatological and neurological disorders than children in intact families.

Notwithstanding, the results do not show any association between the exposure to parental breakup and the development of respiratory, cardiovascular, allergic, auditory and visual problems.

So, these findings are consistent with other studies (Amato, 2014; Askew et al., 2013; Plante & Kamm, 2008) which conclude that the sons and daughters exposed to parental divorce have a great risk of suffering gastrointestinal, genitourinary, dermatological and neurological diseases (Askew et al., 2013; Buitrago et al, 2014; Seijo et al., 2010).

5.2 PSYCHOLOGICAL ADJUSTMENT

The parental breakup has a negative impact on sons and daughters psychological adjustment and increasing the risk of depression, anxiety, hostility, paranoid ideation, and psychoticism. The symptomatology CIs limits noted that there is a high probability of suffering an important psychological injury.

These findings are similar to previous investigations which show the negative effects of parental breakup on the children and adolescents psychological health (Weaver & Schofield, 2015). Also, the negative outcomes of parental separation on the psychological adjustment of children are linked to continued exposure to stressors derived from the parental breakup (Hetherington, 2006) and leading to a very important injury in psychological adjustment in sons and daughters (Sheikh, 2017).

Self-concept can act as a protective factor or as a risk factor for maladjustment, affecting, for example, academic performance (Marsh et al., 2014), emotion management, coping skills (Davis & Humphrey, 2014), their physical abilities, the perceived competence (Babic et al., 2014), and the risk of social maladjustment in the family (Arce, Seijo, Fariña, & Mohamed-Mohand, 2010). Thus, the results confirm that the parental break can negatively affect the global self-concept of the children, as well as the academic, emotional, physical and family self-concept. The results are consistent with other investigations (Amato, 2001; Amato & Keith, 1991; Barkey, 2014) that noted the negative impact of parental rupture in the development of self-concept. It should be noted that parental breakup has no impact on the development of social self-concept in children.

5.3 SOCIAL ADJUSTMENT

The results confirm that the exposition to parental breakup has an impact on the social adjustment of the children, causing a greater risk of losing self-control on social relationships as well as social withdrawal. Succinctly, experiencing parental rupture has an impact on the process of acquiring social skills.

This combination can lead to deficiencies in problem-solving and conflict management skills, and increase the risk of social maladjustment (Arce et al., 2010; Sestir & Bartholow, 2007).

5.4 ACADEMIC AND SCHOLAR ADJUSTMENT

Two of the investigations focused on the impact of the parental breakdown in the school environment. On the one hand, the results of the impact on the academic trajectory, show that the exposition to parental breakup increases the risk of experiencing a decrease in the academic achievement as well as a higher probability of dropping out of school.

On the other hand, the results of school adjustment noted that children who experience parental breakup have a greater maladjustment. It should be noted that the adverse effects increase proportionally with the age of the minors, showing a natural escalation towards antisocial behavior. Specifically, a small impact was found in children from 8 to 11 years old, moderate impact on adolescents from 12 to 14 years old, and large impact on adolescents from 15 to 18 years old.

The observed trend is equivalent, compatible and complementary to the hypothesis of an increasing natural trajectory towards antisocial behavior, that is, the negative outcomes increase according to the children development and age (Arce, Fariña, & Vázquez., 2011; Hawley, 2003).

5.5 SOCIO-ECONOMIC STATUS

The findings of the effects on the family socio-economic status indicate that the couple breakup negatively affects the family's economic capacity. Specifically, the parental breakup increase in the risk of falling below the poverty line.

The results are in line with the previous scientific literature that establishes that the socio-economic impact on the family affects not only the parents (Braver et al., 2006; Fariña, Arce, et al., 2014). It has been noted that parental divorce increases the risk for under-age sons

and daughters to grow up in situations of poverty or vulnerability (Lavelle & Smok, 2012), with the possibility of extending this socio-economic status to adult stages (Sun & Li, 2008).



6. CONCLUSIONS

The Convention on the Rights of the Child (OHCHR, 1989) highlights the importance of the family as a fundamental group for the society and as a natural means for the growth and well-being of all its members, especially in the case of young children and adolescents. It also emphasizes that in order for families to fulfil their responsibilities, it is necessary to provide them with the necessary protection and assistance. For this reason, it is necessary to use interventions that contribute to the promotion of positive co-parenting among the parents, since it is not only the adversity of the rupture that predicts negative effects on children, but also the absence of adequate relationships that offer them protection and support that allow them to adapt and effectively combat stress (AAP, 2012). It is estimated that the popularity of competitive or conflictive parenting occurs in approximately one third of the breakups of couples with children (Arce, Fariña, Seijo & Novo, 2015; Fariña, Arce & Sotelo, 2010). In agreement with, it has been observed that the type of bonding can have an important role in the prevention of adverse effects, when the development of safe links between parents and children is encouraged (Crowell, Treboux, & Brockmeyer, 2009). Therefore, the breakup of a relationship/marriage is a phenomenon that must be taken into account for the implementation of social and health policies (Lavelle & Smok, 2012; Vaus, Gray, Qu, & Stanton, 2014).

Bearing this in mind, it is important to highlight the role of professionals in detecting, acting and guiding families which experience parental separation in order to reduce the possible negative impact on children (Hagan, Shaw & Duncan 2008). In detail:

- From the health sciences, the American Academy of Pediatrics (AAP, 2012) defends that the health promotion and the disease prevention must be a lifelong priority, and sets that the exposition to

parental breakup is a public health issue that must be addressed as a priority (Hornor, 2015). In this sense, the Declaration of Alma Ata (WHO, 1978), highlights the privileged position of primary care professionals to offer timely services to families in a way that encourages early detection and the necessary interventions to reduce the negative impact of the break in families (Hagan et al., 2008).

- The educational sciences professionals warned about the implications of parental breakup in children's school adaptation and performance. Therefore, the importance of professionals in the field of education in the prevention and detection work has been highlighted (Robledo, 2010), since, they have privileged positions due to the daily contact with minors. The quick detection from the school centre and its adequate referral to the appropriate services will allow avoiding the appearance of the adverse effects like parental divorce. In addition, community services have the capacity to minimize the impact on minors in situations of potential vulnerability associated with economic impoverishment or with limited access to different resources (food, school supplies or educational activities) derived from the parental breakup (Sun & Li, 2009).

The social services professionals can have a great impact on people life and they are urged to the latest advances and scientific evidence for their professional intervention, in order to carry out a transformation of negative events such as parental break ups into possibilities and capacities to overcome these adversities and regain natural balance (de Mandojana-Valle, 2014). In addition, community services have the capacity to minimize the impact on minors in situations of potential vulnerability associated with economic impoverishment or with limited access to different resources (food, school supplies or educational activities) derived from the breakup of a couple. the parents (Sun and Li, 2009).

- From the legal perspective, the application of the law in force regarding parental breakup, their aim is to try to minimize the adverse effects of divorce through preventive mechanisms (Acuña, 2015).

Thus, the Therapeutic Jurisprudence (TJ) (Fariña, Seijo et al, 2014, Wexler and Winick, 1990) in family processes promotes the psychological well-being of the members instead of encouraging conflict (Fariña, López & Redondo, 2016). The TJ provides tools such as mediation, parenting coordination and psycho-educational programs to work with couples in the breakup processes that seek to promote positive parenting centred exclusively on the child's superior interest. Having this type of resources reduces the economic, temporal and psycho-emotional costs and helps to avoid the escalation of conflict levels and its adverse effects for all family members. On the other hand, in relation to the judicial process, the judges can make good use of forensic psychologists which are trained in family matters. This is because the main function of the psychologist expert is to carry out a detailed evaluation of the minor, of the parents, and of their interaction, in order to be able to define the minors psychological needs, the parental capacities, and to see what is the best judicial decisions to make so that they are have the best interests for the child (Fariña, Redondo, Seijo, Novo, & Arce, 2017). The scientific literature has consistently found that intervention with families' immersed in the process of family breakdown and separation minimizes the adverse effects on health and psycho-emotional adjustment (Novo, Arce & Rodríguez, 2003; Salem, Sandler, & Wolchik, 2013). There are psychoeducational support programs designed specifically to address family breakdown for both parents and children (Fariña, Arce, Novo, & Seijo, 2013; Goodman, Bonds, Sandler, & Braver, 2004).

For these reasons and according to the adequate satisfaction of the children's needs and the Convention on the Rights of the Child (OHCHR, 1989), it is necessary to change the paradigm, from a traditional deficiency model, focused on damages, to a well-being model, more proactive and preventive (Floreancing, 2010; López, 2008). Therefore, the involvement of all professionals who are in direct or indirect contact with under-aged children is essential in order to contribute reducing toxic stress which the children may be exposed to. It is also necessary that both socially and legally the right of the

minors to interact with their parents and other relatives is safeguarded, taking on special importance the responsibility of the parents whom it has been granted the guardianship and custody alone in order to insure that this right is fulfilled (Corrás, Seijo, & Redondo, 2016) for their own benefit and for the well-being of their children (Lamb, 2018).

Finally, despite the negative characteristics associated with parental breakdown, it has been confirmed, that it is the best option when the relationship is highly conflictive, when it generates unhappiness or when there is abuse or violence (Fariña et al., 2015). Thus, it has been observed that the existence of parental conflict or being exposed to it (Braithwaite, Doxey, Dowdle, & Ficham, 2016; Trombello et al., 2015) can have adverse effects on children, even when the parents continued married or in a relationship (Amato & Patterson, 2016). In this case, some authors point out that divorce reduces long-term consequences in children in comparison to the maintenance of a conflictive coexistence relationship (Gager, Yabiku, & Linver, 2016).

For this reason, the parental rupture can become an opportunity for the improvement of the structure, dynamics and family relationships (Demo et al., 2000).

7. LIMITATIONS

In research regarding the impact of the parental rupture with the children's physical health, the results show convergent validity with respect to the previous scientific literature (Troxel & Matthews, 2004), confirming that experiencing parental breakup is a risk factor for the children's physical health, in which the aforementioned variables play a role as facilitator or inhibitor of the outcomes.

The findings of research in school adaptation as well as family economic situation show that despite the fact that the adverse effects are generalizable to other samples with a high probability (>0.975), and the power of the design was high (>0.98), the results may be reflecting potential cultural differences, particularly in the size of effect and range of the observed effects (American Psychiatric Association, 2013) as well as varying over time (Amato, 2001). However, regardless of the size effects, the adverse effects of parental separation in children are significant and untimely in western cultures (Amato, 2001; Amato & Keith, 1991). It should also be noted that in this study, the results about the risk of poverty were limited by the evaluation of the income of the parents, which does not include the possible additional expenses from other sources that can help to lead financial difficulties.

In the case of the analysis regarding the impact of parental divorce on school adjustment/adaptation and academic performance, due to its field study design, the limitations are centred on the absence of control over possible variables which can have moderating effects (Arce, Fariña, Seijo et al., 2015).

The common limitations observed in the different investigations are as follows:

1. A cross-sectional research design has been used, so the evaluation of the damage in relation to the development of the child cannot be assessed however, the measurements are taken at a specific time.
2. The possible moderating effect of the level of conflict and co-parenting between the parents during the different moments of the breakup process.
3. The possible propensity of minors to give biased over-information by being immersed in a process of conflict between both parents.
4. The possible effect of the time elapsed since the separation in the development and the consequences experienced by the children.
5. The age of the children at the time of the parental rupture as a mediating variable in the development of physical diseases or physical health negative outcomes.
6. The possible effect of other moderating variables (such as the sex of the children) in the development of adverse consequences.

8. FUTURE RESEARCHS

The concept of the family is constantly changing, due to this fact it is necessary to continue producing scientific research that analyzes the new needs and explore possible solutions to satisfy them. Bearing this in mind, Quilodrán (2008) warns that family topics involve a high dose of emotion due to their proximity on personal and daily life. The author advertises that people tend to make exaggerated statements, not only positive but also negative. For this reason, he points out that before social debates take place, it is essential to use scientific research to confirm or refute the multiple hypotheses proposed, thus generating an evidence-based practice.

In relation to this family phenomenon that supposes the breakdown and rupture of the couple, literature has confirmed that it is one of the most stressful critical life events in adult life (Brodbeck et al., 2017), as well as a potential source of toxic stress for children (AAP, 2012); There is a great variability in the appearance and evolution of its impact on the family members. Thus, it is necessary to analyze the possible mediating effects of the variables mentioned in the section on limitations and their possible interaction in the development of negative consequences (Evans, Davies, & DiLillo, 2008; Hetherington et al., 1985; McCluskey & Eisler, 2008).

For all these reasons, research that evaluates mechanisms to reduce impact and that explore opportunities to improve family relationships should be strengthened. In parallel, it is necessary to generate interventions and action programs aimed at protection and prevention and, in turn, these have the scientific backing. Based on the evidence, they can help parents to exercise a positive co-parenting even when the couple's relationship has finished.

To conclude, it is necessary to point out that once the risk factors associated to parental breakup exposure is detected; its approach should be directed towards a conceptualization of a resilient nature, understanding this phenomenon as an opportunity for the improvement of family ties, dynamics and coexistence family life. In this way, the summit of providing guarantees to children and adolescents would materialize, consolidating the paradigm shift from the deficiency model to a welfare model based on evidence and in accordance with the Convention on the Rights of the Child (OHCHR, 1989).



9. REFERENCES

- Acuña, M. (2015). *Derecho de relación entre los hijos y el progenitor no custodio tras el divorcio*. Madrid, España: Dykinson.
- Alciati, A., Gesuele, F., Casazza, G., & Foschi, D. (2013). The relationship between childhood parental loss and metabolic syndrome in obese subjects. *Stress and Health*, 29, 5-13. doi: 10.1002/smi.1435
- Amato, P. R. (1996). Explaining the intergenerational transmission of divorce. *Journal of Marriage and the Family*, 58, 628-640. doi: 10.2307/353723
- Amato, P. R. (2000). The consequences of divorce for adults and children. *Journal of Marriage and Family*, 62, 1269-1287. doi: 10.1111/j.1741-3737.2000.01269.x
- Amato, P. R. (2001). Children of divorce in the 1990s: an update of the Amato and Keith (1991) meta-analysis. *The Journal of Family Psychology*, 15, 355-370. doi: 10.1037/0893-3200.15.3.355
- Amato, P. R. (2014). The consequences of divorce for adults and children. An update. *Društvena Istraživanja*, 23, 5-24. doi: 10.5559/di.23.1.01
- Amato, P. R., & James, S. (2010). Divorce in Europe and the United States: Commonalities and differences across nations. *Family Science*, 1, 2-13. doi: 10.1080/19424620903381583
- Amato, P. R., & Keith, B. (1991). Parental divorce and the well-being of children: a meta-analysis. *Psychological Bulletin*, 110, 26-46. doi: 10.1037/0033-2909.110.1.26
- Amato, P. R., & Patterson, S. E. (2016). The intergenerational transmission of union instability in early adulthood. *Journal of Marriage and Family*, 79, 723-738. doi: 10.1111/jomf.12384
- American Academy of Pediatrics [AAP] (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129, 232-246. doi: 10.1542/peds.2011-2663

- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Edn.* Washington, DC: American Psychiatric Association Publishing.
- Anthony, C. J., Di-Perna, J. C., & Amato, P. R. (2014). Divorce, approaches to learning, and children's academic achievement: A longitudinal analysis of mediated and moderated effects. *Journal of School Psychology, 52*, 249-261. doi: 10.1016/j.jsp.2014.03.003
- Arce, R., Fariña, F., Seijo, D., & Novo, M. (2015). Assessing impression management with the MMPI-2 in child custody litigation. *Assessment, 22*(6), 769-777. doi: 10.1177/1073191114558111
- Arce, R., Fariña, F., & Vázquez, M. J. (2011). Grado de competencia social y comportamientos antisociales delictivos y no delictivos en menores [Social competence and delinquent, antisocial, and non-deviant behavior in adolescents]. *Revista Latinoamericana de Psicología, 43*(3), 473-486. doi: 10.14349/rlp.v43i3.487
- Arce, R., Seijo, D., Fariña, F., & Mohamed-Mohand, L. (2010). Comportamiento antisocial en menores: riesgo social y trayectoria natural de desarrollo [Antisocial behavior in adolescents: social risk and natural developmental trajectory]. *Revista Mexicana de Psicología, 27*(2), 127-142.
- Arkes, J. (2015). The temporal effects of divorces and separations on children's academic achievement and problem behavior. *Journal of Divorce & Remarriage, 56*, 25-42. doi: 10.1080/10502556.2014.972204
- Arocho, R., & Kamp-Dush, C. M. (2017). Like mother, like child: Offspring marital timing desires and maternal marriage timing and stability. *Journal of Family Psychology, 31*, 261- 272. doi: 10.1037/fam0000218
- Askew, D. A., Schluter, P. J., Spurling, G. K., Bond, C. J., & Brown, A. D. (2013). Urban Aboriginal and Torres Strait Islander children's exposure to stressful events: A crosssectional study. *Medical Journal of Australia, 199*, 42-45. doi: 10.5694/mja12.11716

- Babic, M. J., Morgan, P. J., Plotnikoff, R. C., Lonsdale, C., White, R. L., & Lubans, D. R. (2014). Physical activity and physical self-concept in youth: systematic review and meta-analysis. *Sports Medicine*, 44(11), 1589-1601. doi: 10.1007/s40279-014-0229-z
- Bannon, S. M., Barle, N., Mennella, M. S., & O'Leary, K. D. (2018). Parental Conflict and College Student Functioning: Impact of Child Involvement in Conflict. *Journal of Divorce & Remarriage*, 59, 157-174. doi: 10.1080/10502556.2017.1402654
- Barkey, A.D. (2014). *The effect of an early childhood divorce on self-esteem, relationship quality, and college adjustment in college students* (Unpublished doctoral dissertation). University of Hartford, West Hartford, Connecticut.
- Bastais, K., & Mortelmans, D. (2016). Parenting as Mediator Between Post-divorce Family Structure and Children's Well-being. *Journal of Child and Family Studies*, 25, 2178-2188. doi: 10.1007/S10826-016-0395-8
- Becerril, D., & Venegas, M. (2017). *La Custodia Compartida en España*. Madrid, España: Dykinson, S. L.
- Bernardi, F., & Radl, J. (2014). The long-term consequences of parental divorce for children's educational attainment. *Demographic Research*, 30, 1653-1680. doi: 10.4054/DemRes.2014.30.61
- Berticat, C., Durand, V., Raymond, M., & Faurie, C. (2017). Link between Parental Separation and Decreased Performance in French High School Students. *Journal of Behavior*, 2, 1012.
- Braithwaite, S. R., Doxey, R. A., Dowdle, K. K., & Fincham, F. D. (2016). The Unique Influences of Parental Divorce and Parental Conflict on Emerging Adults in Romantic Relationships. *Journal of Adult Development*, 23, 214-225.
- Braver, S. L., Shapiro, J. R., & Goodman, M. R. (2006). Consequences of divorce for parents. In M. A. Fine & J. H. Harvey (Eds.), *Handbook of divorce and relationship dissolution* (pp. 313-337). Nueva York, NY: Taylor & Francis Group.
- Brodbeck, J., Berger, T., & Znoj, H. J. (2017). An internet-based self-help intervention for older adults after marital bereavement,

- separation or divorce: study protocol for a randomized controlled trial. *Trials*, 18, 21. doi: 10.1186/s13063-016-1759-5
- Bröckel, M., & Andreß, H. J. (2015). The Economic Consequences of Divorce in Germany: What Has Changed since the Turn of the Millennium?. *Comparative Population Studies*, 40, 277-312.
- Broms, U., Koskenvuo, K., Sillanmäki, L. H., Mattila, K. J., & Koskenvuo, M. (2012). Best friend's and family members' smoking habits and parental divorce during childhood are associated with smoking in adulthood. *Nordic Studies on Alcohol and Drugs*, 29, 441-452. doi: 10.2478/v10199-012-0039-2
- Bruwer, B., Govender, R., Bishop, M., Williams, D. R., Stein, D. J., & Seedat, S. (2014). Association between childhood adversities and long-term suicidality among South Africans from the results of the South African Stress and Health study: A cross-sectional study. *BMJ Open*, 4, e004644. doi: 10.1136/bmjopen-2013-004644
- Buitrago, F., Ciruana, R., Chocrón, L. , Fernández, M. D. C. , García, C., Montón, C., Tizón, J. L., & Herrero, S. (2014). Recomendaciones para la prevención de los trastornos de la salud mental en atención primaria. *Atencion Primaria*, 46, 59-74. doi: 10.1016/S0212-6567(14)70051-4
- Castro-Martín, T., Martín-García, T., Abellán, A., Pujol, R., & Puga, D. (2015). Tras las huellas de la crisis económica en la demografía española. *Panorama Social*, 22(2), 43-60.
- Corrás, T., Fariña, F., & Redondo, L. (2016). Impacto socioeconómico de la ruptura de los progenitores en la familia. In A. Andrés-Pueyo, F. Fariña, M., Novo, & D. Seijo (Eds.), *Avances en psicología jurídica y forense* (pp. 135-144). Santiago de Compostela, Spain: Sociedad Española de Psicología Jurídica y Forense.
- Corrás, T., Fariña, F., & Redondo, L. (2017). Trasmisión Integeneracional de la Ruptura de Pareja: Efectos del género. In C. Bringas & M. Novo (Eds.), *Psicología Jurídica: Conocimiento y Práctica* (pp. 543-553). Santiago de Compostela, Spain: Sociedad Española de Psicología Jurídica y Forense.

- Corrás, T., Seijo, D., & Redondo, L.(2016). El Derecho a Relacionarse con los abuelos tras la ruptura parental [The right of relationship with grandparents after parental break up]. In A. Andrés-Pueyo, F. Fariña, M., Novo, & D. Seijo (Eds.), *Avances en psicología jurídica y forense* (pp. 63-72). Santiago de Compostela, Spain: Sociedad Española de Psicología Jurídica y Forense.
- Council of Europe (1950). *European Convention on Human Rights*. Strasbourg, European Union: European Court of Human Rights, Council of Europe.
- Crowell, J. A., Treboux, D., & Brockmeyer, S. (2009). Parental divorce and adult children's attachment representations and marital status. *Attachment & Human Development, 11*, 87-101. doi: 10.1080/14616730802500867
- Cunningham, T. J., Ford, E. S., Croft, J. B., Merrick, M. T., Rolle, I. V., & Giles, W. H. (2014). Sex-specific relationships between adverse childhood experiences and chronic obstructive pulmonary disease in five states. *International Journal of Chronic Obstructive Pulmonary Disease, 9*, 1033-1042. doi: 10.2147/COPD.S68226
- Davis, S. K., & Humphrey, N. (2014). Ability versus trait emotional intelligence: dual influences on adolescent psychological adaptation. *Journal of Individual Differences, 35*, 54–62. doi: 10.1027/1614-0001/a000127
- de Mandojana-Valle, Í. M. (2014). Trabajando desde las fortalezas, una apuesta por las personas. *Edetania: Estudios y Propuestas Socio-Educativas, 45*, 211-218.
- Demo, D. H., Allen, K. R., & Fine, M. A. (2000). *Handbook of family diversity*. Oxford University Press.
- Demo, D. H., & Fine, M. A. (2010). *Beyond the average divorce*. Thousand Oaks, California, United States: Sage Publications.
- Derogatis, L. R. (1977). *Manual I: Scoring, Administration and Procedures for the SCL-90*. Baltimore, MD: Clinical Psychometric Research.
- Dube, S. R., Fairweather, D., Pearson, W. S., Felitti, V. J., Anda, R. F., & Croft, J. B. (2009). Cumulative childhood stress and

- autoimmune diseases in adults. *Psychosomatic Medicine*, 71, 243-250. doi: 10.1097/PSY.0b013e3181907888
- Espinar, I., Carrasco, M., Martínez, M., & García-Mina, A. (2003). Familias reconstituidas: Un estudio sobre las nuevas estructuras familiares. *Clínica y Salud*, 14, 301-332.
- European Union Agency for Fundamental Rights [FRA] y European Court of Human Rights [ECtHR] (2015). *Handbook on European law relating to the rights of the child*. Luxembourg, European Union: Publications Office of the European Union
- Eurostat (2015). *Eurostat regional yearbook 2015*. Luxembourg: Publications Office of the European Union.
- Eurostat (2017). *Key figures on Europe. 2017 Edition*. Luxembourg: Publications office of the European Union.
- Evans, S. E., Davies, C., & DiLillo, D. (2008). Exposure to domestic violence: a meta-analysis of child and adolescent outcomes. *Aggress. Aggression and Violent Behavior*, 13, 131–140. doi: 10.1016/j.avb.2008.02.005
- Fariña, F., & Arce, R. (2008). Intervención psicosocial con progenitores en ruptura de pareja. In J.A. González-Pienda & J. C. Núñez (Coors.), *Psicología y educación: un lugar de encuentro* (pp. 2423-2434). Oviedo: Ediciones de la Universidad de Oviedo.
- Fariña, F. , Arce, R., Novo, M., & Seijo, D. (2013). Justicia terapéutica, una oportunidad para controlar la violencia en la ruptura de pareja. In S. P. Colín, E. García-López & L. A. Morales (Coords.), *Ecos de la violencia, voces de la reconstrucción* (pp. 73-94). Morelia, Michoacán, México: Servicio de Publicaciones de la Universidad de Morelia.
- Fariña, F., Arce, R., Novo, M., & Seijo, D. (2014). La justicia terapéutica en procesos de ruptura de pareja: El papel del psicólogo. In C. Chan, C. Estrada, & F. J. Rodríguez (Eds.), *Aportaciones a la psicología jurídica y forense desde Iberoamérica* (pp. 113-134). México, DF: Manual Moderno.
- Fariña, F. , Arce, R., & Sotelo, A. (2010). ¿Es efectivo el estudio psicométrico estándar del peritaje del estado clínico y de la disimulación en progenitores en litigio por la guarda y custodia de

- menores? *Revista Iberoamericana de Psicología y Salud*, 1, 65-79.
- Fariña, F., Arce, R., & Seijo, D. (2015). El conflicto familiar. Especial referencia a las consecuencias de la separación y divorcio. In F. Fariña & E. Pillado (Coords.), *Mediación familiar. Una nueva visión de la gestión y resolución de conflictos familiares desde la justicia terapéutica* (pp. 37-58). Valencia: Tirant lo Blanch.
- Fariña, F., Corrás, T., & Vilariño, M. (2016). La ruptura de los progenitores como factor de riesgo de fracado escolar. In T. Ramiro-Sánchez, M. T. Ramiro, & P. Bermúdez, *Libro de Actas del 4th International Congress of Educational Sciences and Development*, (pp. 688). Granada, Spain: Asociación Española de Psicología Conductual.
- Fariña, F., López, J., & Redondo, L. (2016). *Conclusiones. III Congreso Iberoamericano de Justicia Terapéutica*. Spain: Tórculo Comunicación Gráfica S.A.
- Fariña, F., Martínón, J. M., Arce, R., Novo, M., & Seijo, D. (2016). *Impacto de la ruptura de pareja en los hijos*. Spain: Síntesis.
- Fariña, F., Redondo, L., Seijo, D., Novo, M., & Arce, R. (2017). A meta-analytic review of the MMPI validity scales and indexes to detect defensiveness in custody evaluations. *International Journal of Clinical and Health Psychology*, 17(2), 128-138. doi: 10.1016/j.ijchp.2017.02.002
- Fariña, F., Seijo, D., Novo, M., & Arce, R. (2014). La justicia terapéutica en procesos de ruptura de pareja: El papel del psicólogo. In C. Chan, C. Estrada, & F. J. Rodríguez (Eds.), *Aportaciones a la psicología jurídica y forense desde Iberoamérica* (pp. 113-134). México D. F.: Manual Moderno.
- Feldhaus, M., & Heintz-Martin, V. (2015). Long-term effects of parental separation: Impacts of parental separation during childhood on the timing and the risk of cohabitation, marriage, and divorce in adulthood. *Advances in Life Course Research*, 26, 22-31.
- Ferraro, A.J., Malespin, T., Oehme, K., Bruker, M., & Opel, A. (2016). Advancing Co-parenting Education: Toward a Foundation

- for Supporting Positive Post-Divorce Adjustment. *Child and Adolescent Social Work Journal*, 33, 407-415.
- Floreancing, T. A. (2010). Hacia el buen trato a la infancia: Parentalidad positiva, competencia parental y prevención del maltrato infantil. *Papeles Salmantinos de Educación*, 14, 29-62.
- Fuller-Thomson, E., & Dalton, A. D. (2011). Suicidal ideation among individuals whose parents have divorced: Findings from a representative Canadian community survey. *Psychiatry Research*, 187, 150-155. doi: 10.1016/j.psychres. 2010.12.004
- Fuller-Thomson, E., & Dalton, A. D. (2015). Gender differences in the association between parental divorce during childhood and stroke in adulthood: Findings from a populationbased survey. *International Journal of Stroke*, 10, 868-875. doi: 10.1111/j.1747-4949.2012.00935.x
- Gager, C.T., Yabiku, S.T., & Linver, M.R. (2016). Conflict or Divorce? Does Parental Conflict and/or Divorce Increase the Likelihood of Adult Children's Cohabiting and Marital Dissolution? *Marriage and Family Review*, 52(3), 243-261.
- García, F., & Musitu, G. (2014). *AF-5: Autoconcepto Forma 5*, 4th Edn. Madrid: TEA Ediciones.
- Gils, A., Janssens, K. A., & Rosmalen, J. G. (2014). Family disruption increases functional somatic symptoms in late adolescence: The TRAILS study. *Health Psychology*, 33, 1354 -1361. doi: 10.1037/hea0000073
- Glass, G. V., McGaw, B., & Smith, M. L. (1981). *Meta-Analysis in Social Research*. Beverly Hills, California, United States: Sage.
- Goodman, M., Bonds, D., Sandler, I., & Braver, S. (2004). Parent psychoeducational programs and reducing the negative effects of interparental conflict following divorce. *Family Court Review*, 42, 263-279. doi: 10.1111/j.174-1617.2004.tb00648.x
- Guzmán-Pantoja, J. E., Barajas-Mendoza, E. R., Luce-González, E. G., Valadez-Toscano, F. J., Gutiérrez-Román, E. A., & Robles-Romero, M. Á. (2008). Disfunción familiar en pacientes pediátricos con asma. *Atención Primaria*, 40, 543-546. doi: 10.1157/13128565

- Hagan, J. F. , Shaw, J. S., & Duncan, P. M. (2008). *Bright futures: Guidelines for health supervision (3th ed.)*. Illinois, United States: American Academy of Pediatrics.
- Havermans, N., Botterman, S., & Matthijs, K. (2014). Family resources as mediators in the relation between divorce and children's school engagement. *The Social Science Journal*, 51, 564-579. doi: 10.1016/j.soscij.2014.04.001
- Hawley, P. H. (2003). Prosocial and coercive configurations of resource control in early adolescence: a case for the well-adapted Machiavellian. *Merrill-Palmer Quarterly*, 49, 27-309. doi: 10.1353/mpq.2003.0013
- Hedges, L. V., & Olkin, I. (1985). *Statistical Methods for Meta-Analysis*. Orlando, Florida: Academic Press.
- Hernández-Guanir, P. (2015). *TAMAI: Test Autoevaluativo Multifactorial de Adaptación Infantil. [TAMAI: Multifactorial Self-Administered Test of Child Adjustment. Manual]*, 7th Edn. Madrid: TEA Ediciones.
- Hetherington, E. M. (1991). The Role of Individual Differences and Family Relationships in Children Coping with Divorce and Remarriage. In P. Cowan & E. M. Hetherington (Eds.), *Family Transitions*, (pp. 165-174). New Jersey, United States: Lawrence Erlbaum .
- Hetherington, E. M. (2006). The influence of conflict, marital problem solving and parenting on children's adjustment in nondivorced, divorced, and remarried families. In A. Clarke-Stewart & J. Dunn (Eds.), *Families Count: Effect on Child and Adolescent Development* (pp. 203–237). New York, NY: Cambridge University Press.
- Hetherington, E. M., Cox, M., & Cox, R. (1985). Long-term effects of divorce and remarriage on the adjustment of children. *Journal of the American Academy of Child Psychiatry*, 24, 518–530. doi: 10.1016/S0002-7138(09)60052-2
- Hornor, G. (2015). Childhood trauma exposure and toxic stress: What the know. *Journal of Pediatric Health Care*, 29, 191-198. doi: 10.1016/j.pedhc.2014.09.006

- Hunter, J. E., & Schmidt, F. L. (2015). *Methods of Meta-analysis: Correcting Errors and Bias in Research Findings*, 3rd Edn. California, United States: Sage.
- Instituto Nacional de Estadística [INE] (2015). *Estadística de Nulidades, Separaciones y Divorcios. Año 2014*. Retrieved from www.ine.es/prensa/np927.pdf
- Instituto Nacional de Estadística [INE] (2016). *Estadística de Nulidades, Separaciones y Divorcios. Año 2015*. Retrieved from www.ine.es/prensa/np990.pdf
- Instituto Nacional de Estadística [INE] (2017). *Estadística de Nulidades, Separaciones y Divorcios. Año 2016*. Retrieved from http://www.ine.es/prensa/ensd_2016.pdf
- Karavanaki, K., Tsoka, E., Liacopoulou, M., Karayianni, C., Petrou, V., Pippidou, E., et al. (2008). Psychological stress as a factor potentially contributing to the pathogenesis of type 1 diabetes mellitus. *Journal of Endocrinological Investigation*, 31, 406-415. doi:10.1007/BF03346384
- Kaslow, F. W. (2013). *Divorced fathers and their families: Legal, economic, and emotional dilemmas*. Nueva York, United States: Springer.
- Koch, F. S., Sepa, A., & Ludvigsson, J. (2008). Psychological stress and obesity. *The Journal of Pediatrics*, 153, 839-844. doi: 10.1016/j.jpeds.2008.06.016
- Krantz, D. S., & Manuck, S. B. (1984). Acute psychophysiologic reactivity and risk of cardiovascular disease: a review and methodologic critique. *Psychological Bulletin*, 96, 435-464.
- Lamb, M. E. (2018). Does shared parenting by separated parents affect the adjustment of young children? *Journal of Child Custody*, 15, 16-25. doi: 0.1080/15379418.2018.1425105
- Landis-Kleine, C., Foley, L., Nall, L., Padgett, P., & Walters-Palmer, L. (1995). Attitudes toward marriage and divorce held by young adults. *Journal of Divorce & Remarriage*, 23, 63-74. doi: 10.1300/J087v23n03_04
- Larson, K., & Halfon, N. (2013). Parental divorce and adult longevity. *International Journal of Public Health*, 58, 89-97. doi: 10.1007/s00038-012-0373-x

- Larsson, B., & Sund, A. M. (2007). Emotional/behavioural, social correlates and predictors of frequent pains among early adolescents: Influences of pain characteristics. *European Journal of Pain*, 11, 57-65. doi: 10.1016/j.ejpain.2005.12.014
- Lavelle, B., & Smock, P. J. (2012). Divorce and Women's Risk of Health Insurance Loss in the U.S. *Journal of Health and Social Behavior*, 53, 413-431. doi: 10.1177/0022146512465758
- Lázaro, I. (2011). Intervención pública en la protección de los menores y respecto a la vida en familia: aportes del Tribunal de Estrasburgo. *Revista Cuatrimestral de las Facultades de Derecho y Ciencias Económicas y Empresariales*, 83-84, 255-290.
- Ley 42/2003, de 21 de noviembre, de modificación del Código Civil y de la Ley de Enjuiciamiento Civil en materia de relaciones familiares de los nietos con los abuelos. *Boletín Oficial del Estado*. Madrid, 21 de noviembre de 2003, núm. 280, 41421-41422.
- Ley 15/2005, de 8 de julio, por la que se modifican el Código Civil y la Ley de Enjuiciamiento Civil en materia de separación y divorcio. *Boletín Oficial del Estado*. Madrid, 8 de julio de 2005, núm. 163, 24458- 24461.
- López, F. (2008). *Necesidades en la infancia y en la adolescencia. Respuesta familiar, escolar social*. Madrid, Pirámide.
- Lorenz, F. O., Wickrama, K. A. S., Conger, R. D., & Elder J. G. H. (2006). The Short-Term and Decade-Long Effects of Divorce on Women's Midlife Health. *Journal of Health and Social Behavior*, 47, 111-125. doi: 10.1177/002214650604700202
- Luecken, L. J., & Fabricius, W. V. (2003). Physical health vulnerability in adult children from divorced and intact families. *Journal of Psychosomatic Research*, 55, 221-228. doi: 10.1016/S0022-3999(02)00552-4
- Mahrer, N. E., Winslow, E., Wolchik, S. A., Tein, J. Y., & Sandler, I. N. (2014). Effects of a preventive parenting intervention for divorced families on the intergenerational transmission of parenting attitudes in young adult offspring. *Child Development*, 85, 2091-2105. doi: 10.1111/cdev.12258

- Marsh, H. W., Kuyper, H., Seaton, M., Parker, P. D., Morin, A. J., Möller, J., et al. (2014). Dimensional comparison theory: an extension of the internal/external frame of reference effect on academic self-concept formation. *Contemporary Educational Psychology*, 39, 326–341. doi: 10.1016/j.cedpsych.2014.08.003
- McCloskey, L. A., & Eisler, R. (2008). Family structure and family violence. In L. Kurtz (ed.), *Encyclopedia of Violence, Peace, and Conflict* (pp.813-820). California, United States: Academic Press.
- Modecki, K. L., Hagan, M. J., Sandler, I., & Wolchik, S. A. (2015). Latent profiles of nonresidential father engagement six years after divorce predict long-term offspring outcomes. *Journal of Clinical Child & Adolescent Psychology*, 44, 123-136. doi: 10.1080/15374416.2013.865193
- Novo, M., Arce, R., & Rodríguez, M. J. (2003). Separación conyugal: consecuencias y reacciones postdivorcio de los hijos. *Revista Galego-Portuguesa de Psicoloxía e Educación*, 8, 197 -204.
- Nunes-Costa, R. A., Lamela, D. J., & Figueiredo, B. F. (2009). Psychosocial adjustment and physical health in children of divorce. *Jornal de Pediatria*, 85, 385-396. doi: 10.2223/JPED.1925.
- Olson, C. L. (1976). Choosing a test statistic in manova. *Psychological Bulletin*, 83, 579-586. doi: 10.1037/0033-2909.83.4.579
- Orgilés, M., Amorós, M., Espada, J. P., & Méndez, X. (2008). Trastorno de ansiedad por separación en hijos de padres divorciados. *Psicothema*, 20, 383-388
- Orgilés, M., & Samper, M. D. (2011). El impacto del divorcio en la calidad de vida de los niños de 8 a 12 años de edad en la provincia de Alicante. *Gaceta Sanitaria*, 25, 490-494. doi: 10.1016/j.gaceta.2011.05.013
- Palmer, A. L. (1996). *Análisis Unifactorial de Variancia*. Palma de Mallorca: Servei de Publicacions de la UIB.
- Plante, A. F., & Kamm, M. A. (2008). Life events in patients with vulvodinia. *BJOG: An International Journal of Obstetrics & Gynaecology*, 115, 509-514. doi: 10.1111/j.1471-0528.2007.01662.x

- Quilodrán, J. (2008). Los cambios en la familia vistos desde la demografía; una breve reflexión. *Estudios Demográficos y Urbanos*, 23, 7-20.
- Real Decreto de 24 de julio de 1889 por el que se publica el Código Civil. *Boletín Oficial del Estado*. San Ildefonso a 24 de Julio de 1889, núm. 206, 249-259.
- Reiter, S. F. , Hjörleifsson, S., Breidablik, H. J. & Meland, E. (2013). Impact of divorce and loss of parental contact on health complaints among adolescents. *Journal of Public Health*, 35, 278-285. doi: 10.1093/pubmed/fds101
- Reynolds, C. R. & Kamphaus, R. W. (1992). *BASC manual*. Minnesota, United States: American Guidance Service.
- Reynolds, C. R. & Kamphaus, R. W. (2004). *BASC: sistema de evaluación de la conducta en niños y adolescentes: Manual*. Madrid, Spain: TEA Ediciones.
- Robledo, M. M. (2010). Profesores y mediación familiar como alternativa para una mejor adaptación de los niños/as ante el divorcio. *Intervención Psicoeducativa en la Desadaptación Social*, 3, 31 -40.
- Rosnow, R. L., & Rosenthal, R. (1996). Computing contrasts, effect sizes, and counternulls on other people's published data: general procedures for research consumers. *Psychological Methods*, 1, 331–340. doi: 10.1037/1082-989X.1.4.331
- Salem, P. , Sandler, I., & Wolchik, S. (2013). Taking stock of parent education in the family courts: Envisioning a public health approach. *Family Court Review*, 51, 131-148. doi: 10.1111/fcre.12014
- Salvatore, J. E., Larsson-Lönn, S., Sundquist, J., Sundquist, K., & Kendler, K. S. (2018). Genetics, the Rearing Environment, and the Intergenerational Transmission of Divorce: A Swedish National Adoption Study. *Psychological Science*, 29, 370–378 doi: 10.1177/0956797617734864.
- Seijo, D., Fariña, F., Corrás, T., Novo, M., & Arce, R. (2016). Estimating the epidemiology and quantifying the damages of parental separation in children and adolescents. *Frontiers in Psychology*, 7, 1611. doi: 10.3389/fpsyg.2016.01611

- Seijo, D., Novo, M., Carracedo, S., & Fariña, F. (2010). Efectos de la ruptura de los progenitores en la salud física y psicoemocional de los hijos. *Revista Galega de Cooperación Científica Iberoamericana (Galician Journal of Iberoamerican Scientific Cooperation)*, 19, 16-21.
- Seijo, D., Souto, A., & Arce, R. (2009). Separación y divorcio y su repercusión en la salud física y mental de los hijos. In B. D. Silva, L. S. Almeida, A. Barca, & M. Peralbo (Eds.), *Actas do X Congreso Internacional Galego-Português de Psicopedagogia* (pp. 2227 -2235). Braga, Portugal: Universidade do Minho.
- Sestir, M. A., & Bartholow, B. D. (2007). Theoretical explanations of aggression y violence. In T. A. Gannon, T. Ward, A. R. Beech, & D. Fisher (Eds.), *Aggressive Offenders' Cognition. Theory, Research, and Practice* (pp. 157-178). Chichester, United Kingdom: Wiley.
- Sheikh, M. A. (2017). Confounding and statistical significance of indirect effects: Childhood adversity, education, smoking, and anxious and depressive symptomatology. *Frontiers in Psychology*, 8, 1317. doi: 10.3389/fpsyg.2017.01317
- Shor, E., Roelfs, D. J., Bugyi, P., & Schwartz, J. E. (2012). Meta-analysis of marital dissolution and mortality: Reevaluating the intersection of gender and age. *Social science & Medicine*, 75, 46-59. doi: 10.1016/j.socscimed.2012.03.010
- Silva, F., & Martorell, M. C. (1989). *BAS-3. Bateria de Socialización (Autoevaluación)*, 2nd Edn. Madrid, Spain: TEA Ediciones.
- Sun, Y., & Li, Y. (2008). Stable postdivorce family structures during late adolescence and socio-economic consequences in adulthood. *Journal of Marriage and Family*, 70, 129-143. doi: 10.1111/j.1741-3737.2007.00466.x
- Sun, Y., & Li, Y. (2009). Parental divorce, sibship size, family resources, and children's academic performance. *Social Science Research*, 38, 622-634. doi: 10.1016/j.ssresearch.2009.03.007
- Tietjen, G. E., Khubchandani, J., Herial, N. A., & Shah, K. (2012). Adverse childhood experiences are associated with migraine and vascular biomarkers. *Headache: The Journal of Head and Face Pain*, 52, 920-929. doi: 10.1111/j.1526-4610.2012.02165.x

- Trombello, J. M., Schoebi, D., & Bradbury, T. N. (2015). Personal Vulnerabilities and Assortative Mate Selection among Newlywed Spouses. *Journal of Social and Clinical Psychology, 34*, 529-553. doi: 10.1521/jscp.2015.34.6.529
- Troxel, W. M., & Matthews, K. A. (2004). What are the costs of marital conflict and dissolution to children's physical health? *Clinical Child and Family Psychology Review, 7*, 29 -57. doi: 10.1023/B:CCFP.0000020191.73542.b0
- Office of the United Nations High Commissioner for Human Rights (OHCHR) (1989). Convention on the Rights of the Child. Retrieved from <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>
- United Nations [UN] (2016). *Integrating a Gender Perspective into Statistics*. Nueva York, United States: United Nations.
- Valle, G., & Tillman, K. H. (2014). Childhood family structure and romantic relationships during the transition to adulthood. *Journal of Family Issues, 35*, 97-124. doi: 10.1177/0192513X12463555
- Vaus, D., Gray, M., Qu, L., & Stanton, D. (2017). The economic consequences of divorce in six OECD countries. *Australian Journal of Social Issues, 52*, 180-199. doi: 10.1002/ajs4.13
- Verrocchio, M. C., Marchetti, D., & Fulcheri, M. (2015). Perceived parental functioning, self-esteem, and psychological distress in adults whose parents are separated/divorced. *Frontiers in Psychology, 6*, 1760. doi: 10.3389/fpsyg.2015.01760
- Wallerstein, J.(1991). The long-term effects of divorce on children: A review. *Journal of the American Academy of Child and Adolescent Psychiatry, 30*, 349-360.
- Weaver, J. M., & Schofield, T. J. (2015). Mediation and moderation of divorce effects on children's behavior problems. *Journal of Family Psychology, 29*, 39-48. doi: 10.1037/fam0000043.
- Wexler, D. B., & Winick, B. J. (1990). Therapeutic jurisprudence as a new approach to mental health law policy analysis and research. *University of Miami Law Review, 45*, 979-1004.
- World Health Organization [WHO] (1978). *Declaration of Alma-Ata. International Conference on Primary Health Care, Alma-Ata,*

- USSR*, 6-12 September 1978. Retrieved from http://www.who.int/publications/almaata_declaration_en.pdf
- World Health Organization [WHO] (2006). *Preventing Suicide. A Resource for Counsellors*. Ginebra, Europa: WHO Press.
- Yárnoz-Yaben, S., Comino, P., & Garmendia, A. (2012). Ajuste al divorcio de los progenitores y problemas de conducta en hijos de familias separadas. *Infancia y Aprendizaje*, 35, 37-47. doi: 10.1174/021037012798977485



10. EXTENDED ABSTRACT RESUMEN EXTENDIDO

INTRODUCCIÓN

El modelo de familia ha experimentado grandes y sustanciales cambios en el último siglo que han afectado fundamentalmente a su composición y que han derivado en reformas tanto a nivel social como legal (Fariña, Arce, Novo y Seijo, 2014; Fariña, Martínón, Arce, Novo y Seijo, 2016). Dentro de las múltiples transformaciones que han afectado al concepto de familia, se hace necesario destacar la importancia de la incidencia del fenómeno de la ruptura de las parejas con hijos e hijas, potenciada por la normalización y facilitación de la disolución del matrimonio en el ámbito legal (Amato, 2014). Desde su legalización, el divorcio se ha posicionado como un fenómeno en constante crecimiento tanto en países de la Unión Europea (Eurostat, 2017) como en Estados Unidos (Amato, 2014). Derivado de ello, aumentan el número de familias monoparentales (Fariña, Martínón et al., 2016) y reconstituidas (Espinar, Carrasco, Martínez, y García-Mina, 2003). En la actualidad, se observa gran variabilidad a nivel internacional en las tasas y formas en que se produce la ruptura de pareja. En relación a la situación actual en la Unión Europea (UE-28), se calcula que se producen casi un millón divorcios anualmente, de los cuales se estima que la mitad tienen hijos en común (Eurostat, 2015). En el caso de España, se trata de un país en el que tras una etapa de aumento vertiginoso en el número de divorcios, en la actualidad experimenta una reciente estabilidad que apunta a una tendencia decreciente en los próximos años, si bien dicha deceleración podría haberse visto explicada por la situación económica que atravesó el país durante dicho período (Castro-Martín, Martín-García, Abellán, Pujol, y Puga, 2015). Se puede observar un cambio en la conducta demográfica con la entrada en vigor de la Ley 15/2005, de 8 de julio, por la que se modifican el Código Civil y la Ley de Enjuiciamiento

Civil en materia de separación y divorcio. La nueva regulación despenaliza la ruptura y permite el acceso al divorcio sin necesidad de separación previa. Desde su vigencia se aprecia una preferencia por la figura del divorcio (más del 95% de los casos en la actualidad) en lugar de la separación. Por último, cabe señalar que si bien la tasa total es coincidente con las cifras de otras naciones europeas próximas a las 100,000 disoluciones maritales anuales, se aprecia un ligero descenso interanual desde el año 2014 (INE, 2015, 2016, 2017). Del total de rupturas anuales en España, se estima que más de la mitad de las parejas tenían hijos en común (Fariña, Martínón et al., 2016). Además de las relaciones matrimoniales, el fenómeno de ruptura de parejas con hijos abarca también al aumento del número de progenitores que no mantienen un vínculo de tipo matrimonial. En esta línea, la creciente cantidad de parejas con hijos no inscritas en el registro civil, es decir, sin vinculación jurídica, dificultan la estimación de la cifra total de menores expuestos a la ruptura parental. Así, Eurostat señala un aumento del número anual de nacimientos de hijos no matrimoniales. Dicha cifra se ha multiplicado por diez en las últimas tres décadas, aumentado desde un 4.4% en el año 1981 hasta un 40.9 % en 2013, lo cual supone casi la mitad del total de nuevos nacimientos en la actualidad (Eurostat, 2017).

La legislación ha contemplado tradicionalmente la vinculación matrimonial como figura básica para la creación de nuevas unidades familiares. No obstante, el aumento de parejas que optan por uniones civiles y no jurídicas, así como el aumento de unidades familiares monoparentales, ha ampliado el concepto de vinculación familiar. Tanto en las familias con vinculación matrimonial con vinculación no jurídica, es necesaria la aprobación de un convenio regulador que incluya los asuntos relativos a los hijos en común para garantizar sus intereses y derechos. La propuesta puede, y es deseable que se realice de mutuo acuerdo por ambos progenitores. De no haber acuerdo, o de haberlo y que contravenga el interés superior del menor, la decisión del desarrollo del ejercicio de la responsabilidad parental será determinada judicialmente en beneficio de los hijos en común. En las familias en que el menor ha nacido o ha sido adoptado por dos

progenitores que mantienen una relación de pareja con convivencia se presume el ejercicio de la responsabilidad parental de manera conjunta. Sin embargo, tras la ruptura, el ejercicio de la responsabilidad parental puede hacerse de manera exclusiva (guarda y custodia materna o paterna) o bien de manera conjunta (guarda y custodia compartida) bien por acuerdo de los progenitores o bien por dictamen del juez, previa resolución fundamentada.

La gravedad de las consecuencias que la ruptura de pareja de los progenitores tiene para los hijos e hijas, ha despertado el interés de la Comunidad Científica, especialmente en los últimos años (Corrás, Fariña y Redondo, 2017). Experimentar situaciones de estrés tóxico como la ruptura de pareja en la infancia puede impactar en el desarrollo cerebral, con consecuencias en la salud, conducta y formación educativa de los menores expuestos (Orgilés y Samper, 2011). En esta línea, la investigación ha hallado evidencias de que experimentar la ruptura de los progenitores puede conllevar efectos adversos en distintas esferas de su vida (Amato, 2001; Amato y Keith, 1991) y que pueden manifestarse tanto a corto como a largo plazo (Amato y Patterson, 2016; Anthony, Di-Perna, y Amato, 2014). Pormenorizadamente se ha hallado que experimentar la ruptura de pareja puede conllevar consecuencias en el estado de salud física de los hijos (Askew, Schluter, Spurling, Bond, y Brown, 2013; Fuller-Thomson y Dalton, 2015; Larson y Halfon, 2013), en su salud psicoemocional (Amato, 2001; Amato y Keith, 1991; Nunes-Costa et al., 2009), aumentar el riesgo de conductas disruptivas o trastornos de conducta (Amato, 2001; Hetherington, Cox, y Cox, 1985), afectar a sus relaciones y ajuste social (Amato, 2001; Arocho y Kamp-Dush, 2017; Feldhaus y Heintz-Martin, 2015) y afectar a su ajuste escolar y rendimiento académico (Anthony et al., 2014; Havermans, Botterman, y Matthij, 2014). Además se ha observado que la ruptura puede afectar al nivel socioeconómico familiar (Amato y James, 2010; Bröckel, y Andreß, 2015)

OBJETIVOS

El objetivo general de la presente investigación es valorar el impacto que puede tener el experimentar la ruptura de pareja de los progenitores en las niñas, niños y adolescentes. Por ende, este objetivo general se desarrolla a través de siguientes objetivos específicos: valorar el impacto de la ruptura de pareja de los progenitores sobre la salud física, el ajuste psicoemocional, el ajuste social, el ajuste escolar y el rendimiento académico de los hijos e hijas así como sobre el nivel socioeconómico familiar.

MÉTODO

Los tres artículos científicos que la componen abordan las consecuencias en el estado de salud física, en el ajuste psicoemocional, social, escolar y en el rendimiento académico de los hijos e hijas, así como en la situación socioeconómica familiar. Las derivaciones se llevaron a cabo con la participación de pediatras colaboradores de los servicios de pediatría de centros de salud y hospitalarios de distintos puntos de asistencia sanitaria de Galicia (España). En el primer estudio se estimó el riesgo asociado a la exposición a la ruptura parental y el desarrollo de problemas en la salud física de los hijos en una muestra de 467 familias. Se utilizó como variable predictora de riesgo, el tipo de familia (familias con ruptura, $n=300$ vs familias intactas, $n=167$), y como variable dependiente, los marcadores de salud física. En el segundo estudio se estimó la epidemiología y se cuantificaron las consecuencias de la ruptura en el ajuste psicoemocional, social y escolar de los hijos e hijas así como en el nivel socioeconómico familiar. Se contó con 346 menores, siendo 173 de ellos pertenecientes a familias con ruptura y 173 de familias intactas. En el tercer estudio se empleó un diseño de campo para identificar y cuantificar el impacto de la ruptura de pareja de los progenitores en el ajuste y rendimiento escolar. La muestra estuvo conformada por 196 menores provenientes de familias con

ruptura de pareja. En relación a los instrumentos de medida se empleó la adaptación española, Historia Estructurada de Desarrollo del BASC (Reynolds y Kamphaus, 2004), del instrumento Behavior Assessment System for Children (Reynolds y Kamphaus, 1992) para la evaluación del estado de salud a nivel físico. La evaluación del ajuste psicológico se llevó a cabo a través de la adaptación española del Symptom Check List 90-R (SCL90-R) desarrollado por Derogatis (1977). La medición del autoconcepto se realizó a través del cuestionario Forma 5 (García y Musitu, 2014). Para la valoración de la socialización, se administró la batería de Socialización BAS-3 (Silva y Martorell, 1989). El rendimiento académico se evaluó a través de un breve cuestionario a través del que autoinformaban del rendimiento percibido como bueno o malo, así como sobre el abandono escolar y la repetición de algún curso escolar. La valoración de la (in)adaptación escolar se realizó a través del Test Autoevaluativo Multifactorial de Adaptación Infantil (TAMAI) desarrollado por Hernández-Guanir (2015). Por último, para la medición de la capacidad económica familiar se administró a los progenitores un cuestionario donde debían indicar los ingresos anuales (ingresos conjuntos o independientes) antes y después de la ruptura. Con la información recabada se estimó el ingreso total de la unidad familiar, el cual sin ser procesado se transformó en variables categóricas (ingresos por debajo del umbral de pobreza o por encima del umbral de pobreza). Los criterios para definir el umbral de pobreza relativa se tomaron del Instituto Nacional de Estadística, y de los Dossiers sobre la pobreza en España de EAPN [European Anti-Poverty Network, Spain].

RESULTADOS

Impacto sobre la salud física

En la investigación sobre los efectos adversos del divorcio de los progenitores en el estado de salud física se encontró que este conlleva una probabilidad asociada significativamente superior de desarrollar, en general, algún problema de salud física en los hijos.

Concretamente, se estima que el riesgo es de aproximadamente el doble ($OR=1.791$) para los menores expuestos respecto a aquellos del grupo control (*familias intactas*). Experimentar la ruptura parental supone un incremento del 9.7% ($RAe=.097$) en el riesgo de desarrollar problemas de salud y se considera que es la causa exclusiva en el 11.6% ($FAe=.116$) de los problemas identificados.

El riesgo de desarrollo de problemas gastrointestinales es del doble ($OR=2.258$) para menores de familias con ruptura parental. Además se ha encontrado que el 46.5% ($FAe=.465$) de los problemas registrados se debe a la exposición de los menores a la ruptura de pareja de sus progenitores y el 14.1% ($RAe=.141$) es atribuible de manera exclusiva a la misma.

Los resultados muestran que el riesgo de sufrir problemas genitourinarios es de casi el doble ($OR=1.770$) en los menores que han experimentado la ruptura de sus progenitores frente a los que no. Asimismo el 37.7% ($FAe=.377$) de los problemas registrados se debe a la exposición de los menores a la ruptura de pareja de sus progenitores y el 7.7% ($RAe=.077$) es atribuible de manera exclusiva a ella.

Los análisis indican que el riesgo de padecer problemas dermatológicos es de prácticamente el doble ($OR=1.983$) para menores expuestos a la ruptura parental. Además el 38.1% ($FAe=.381$) de los problemas registrados se debe a la exposición de los menores a la ruptura de pareja de sus progenitores y el 14.4% ($RAe=.144$) es atribuible de manera exclusiva a la misma.

El riesgo de desarrollo de problemas neurológicos es de aproximadamente el doble ($OR=1.997$) en relación a menores no expuestos. Además se ha hallado que el 30.5% ($FAe=.305$) de los problemas registrados se debe a la exposición de los menores a la ruptura de pareja de sus progenitores y el 17.1% ($RAe=.171$) es atribuible de manera exclusiva a esta.

Cabe señalar que los análisis no advierten de resultados significativos para las afectaciones de tipo respiratorio, cardiovascular, musculoesquelético, alérgico, auditivo y visual.

Impacto en el ajuste psicológico

Los análisis del impacto de la ruptura parental sobre el ajuste psicológico general muestran que su experimentación tiene un efecto negativo (Pillai's Trace = 0.13, $F_{(9,143)} = 2.31$, $p < 0.05$, $1-\beta = 0.896$) en el compendio de escalas clínicas que explica hasta un 12.7% de la varianza en la salud mental ($\eta^2 = 0.127$). Asimismo se observó que la separación parental tuvo efectos sobre el malestar general de los hijos (Pillai's Trace = 0.05, $F_{(3,148)} = 2.75$, $p < 0.05$, $1-\beta = 0.656$), explicando el 5.3% de la varianza total de este ($\eta^2 = 0.053$). Los resultados permiten concluir que los efectos positivos significativos de la separación parental en los hijos e hijas son generalizables a otras muestras con una probabilidad de 97.5%. Los análisis pormenorizados muestran que desde el punto de vista epidemiológico, la separación de los progenitores está asociada a una mayor probabilidad (20%) de sintomatología depresiva, oscilando la probabilidad del impacto entre un 4.3 y un 38.4% (IC del 95%).

Se ha hallado una probabilidad del 17% superior de sufrir síntomas de ansiedad o ansiedad generalizada asociados a la exposición a la ruptura de pareja de los progenitores. Los análisis (r con un IC del 95%) muestran que el rango de dicho impacto varía del 1.2 al 32% en la aparición de dicha sintomatología.

Epidemiológicamente, los resultados asocian la ruptura de pareja de los progenitores con una mayor probabilidad (27%) de padecer sintomatología de tipo hostil tales como agresividad, enfado, furia, irritabilidad, rabia o resentimiento. La variación de dicha sintomatología oscila entre el 11.6 al 41.1% (r con un IC del 95%).

Los resultados advierten de mayor ideación paranoide (20%) tales como suspicacia, miedo ante la pérdida de autonomía, necesidad de

control o dificultades para expresar la hostilidad en los menores que experimentan la ruptura parental. Los análisis muestran que dicho impacto varía desde un 4.3 a un 34.8 % (r con un IC del 95%).

Los análisis muestran una mayor probabilidad de alienación interpersonal (19%) relacionada con la exposición a la ruptura parental. Además, los análisis (r con un IC del 95%) muestran que el rango oscila del 3.2 al 33.8% en la aparición de sintomatología de tipo psicótico.

La ruptura parental se relaciona con un incremento (17%) en el Índice de Malestar General o *Global Severity Distress* (GSI), cuyo impacto que oscila entre el 1.2 y el 32% (r con un IC del 95%).

Impacto en el Autoconcepto

En relación al impacto en el autoconcepto de los hijos, los resultados del análisis multivariante empleando el factor tipo de familia (familias con ruptura vs familias intactas) muestra resultados significativos (Pillai's Trace = 0.23, $F(5,146) = 8.85$, $p < 0.001$, $1-\beta = 1.00$) que explican hasta un 23.2% de la variable ($\eta^2 = 0.232$) (Ver Tabla D).

Se ha encontrado que la ruptura parental está relacionada con un detrimento del 32% en el autoconcepto académico. Dicho efecto varía entre un 16.9 y un 47.5% (IC del 95%).

Los resultados muestran que experimentar la ruptura de pareja de los progenitores se relaciona con una disminución del 27% en el autoconcepto emocional, oscilando entre un 11.5 y un 41.2% (IC del 95%).

Los análisis indican una pérdida del 22% en el autoconcepto físico en los hijos e hijas relacionado con la ruptura parental. El rango de afectación varía desde un 6.3 a un 36.7% (con un IC del 95%).

Experimentar la ruptura de pareja de los progenitores se relaciona con un detrimento del 37% en el autoconcepto familiar que oscila entre el 19.4 y el 47.7% (r con IC del 95%).

Impacto en las Relaciones Sociales

Los resultados del análisis multivariante de la varianza muestran un efecto significativo para el factor tipo de familia (familias con ruptura vs familias intactas) en la socialización de los hijos (Pillai's Trace = 0.08, $F_{(5,146)} = 2.36$, $p < 0.05$, $1-\beta = 0.741$), explicando un 7.5% del total de la variable ($\eta^2 = 0.075$).

Los resultados del análisis univariado indican que la ruptura parental afecta negativamente al autocontrol en la socialización (16%), tales como la conformidad con las normas sociales y la convivencia pacífica. Dicho impacto oscila entre el 1 y el 31% (IC del 95%).

Se observa que experimentar la separación los progenitores se asocia con un mayor retraimiento social (21%), variando el impacto desde un 4.9% hasta un 35.5% (IC del 95%).

Además se halló que las medias del tamaño del efecto para las variables autocontrol y retraimiento social fueron negativamente significativas, no incluyendo en cero en sus intervalos de confianza. Por tanto, los resultados resultan generalizables a otras muestras con una probabilidad del 97.5%.

Impacto sobre la Conducta

Los resultados muestran una asociación significativa de la ruptura parental con un mayor comportamiento disruptivo en el aula ($\chi^2_{(1, N = 314)} = 5.49$, $p < 0.05$, $\phi = 0.132$). Concretamente, la probabilidad de mostrar este tipo de conductas disruptivas es dos veces mayor OR = 2.18, respecto a los menores que no experimentaron la ruptura de pareja de sus progenitores. Los resultados son generalizables a otras

muestras (IC del 97.5%, 95% [1.12, 4.24]). A nivel epidemiológico, el incremento del riesgo es del 13.2 %, oscilando desde un 2.2 a un 23.9% (IC del 95% [0.022, 0.239]).

La separación de los progenitores se relacionó con un aumento significativo (χ^2 (1, N = 320) = 4.47, $p < 0.05$, $\phi = 0.118$) del comportamiento agresivo en contextos sociales (agresividad social). De manera sucinta, se reportaron 1.65 casos más de comportamiento agresivo (OR = 1.65) que en las familias intactas. El intervalo de confianza no incluye el cero, por lo que los efectos resultan generalizables a otras muestras (IC 97.5%, 95% CI [1.04, 2.64]). Epidemiológicamente, la ruptura parental se relacionó con un aumento del 11.8% del comportamiento agresivo en las relaciones sociales que oscila desde un 0.9 a un 22.5% (IC del 95% [0.009, 0.225]).

Impacto en el Ajuste Escolar

Se procedió a analizar el impacto de la ruptura parental en el ajuste escolar general en tres niveles, en función de la edad de los sujetos. Los resultados muestran efectos significativos positivos siendo pequeño en el nivel 1 (de 8 a 11 años), moderado para el nivel 2 (de 12 a 14 años) y grande para el nivel 3 (de 15 a 18 años). No obstante, los resultados no se pueden considerar generalizables a otras poblaciones por incluir el 0 en su intervalo de confianza.

Los resultados para el nivel 1 (desde los 8 a los 11 años) muestran un incremento significativo en desajuste escolar externo, aversión a la institución, y aversión al aprendizaje. No obstante, estos resultados no pueden ser generalizados a la población general de hijos e hijas de familias con ruptura (el intervalo de confianza incluye el 0). Ello es debido a que para parte de la muestra, la separación de los progenitores puede tener efectos de ajuste para los hijos e hijas. El aumento promedio de los daños fue de 21, 13 y 25% por inadaptación escolar externa, aversión a la institución y aversión al aprendizaje, respectivamente. Si bien los daños fueron iguales en todas las subdimensiones (IC para superposición r), el desajuste escolar externo

y la aversión al aprendizaje fueron positivos y significativos (los IC de r no incluyen 0) y no significativos para la aversión a la institución (CI negativo límite inferior), lo que significa que para algunos niños la separación disminuyó la aversión a la institución (efectos positivos).

En el nivel 2 (12 a 14 años) se observaron efectos positivos significativos, es decir, niveles más altos de inadaptación en aversión a la instrucción, hipocompromiso, hipomotivación y aversión hacia los profesores. No se registraron efectos significativos en la dimensión indisciplina. Sin embargo, los resultados no pueden generalizarse a toda la población de niños (los IC para d incluyen 0). El daño promedio registrado en aversión a la instrucción, hipocompromiso, hipomotivación y aversión a los maestros fue de 33, 29, 29 y 28%, respectivamente. Curiosamente, los límites inferiores para la hipomotivación y el hipocompromiso fueron 0 y resultaron negativos para la aversión al profesorado, lo que significa que para algunos niños no hubo efectos o bien hubo efectos de ajuste asociados a la ruptura parental.

Los resultados en el nivel 3 (15 años en adelante) revelaron que los niños de progenitores separados exhibieron un desajuste escolar significativamente mayor. En relación con la cuantificación del daño, el promedio observado fue de 38, 30, 42, 33, 23 y 21% para aversión a la instrucción, hipocompromiso, hipomotivación, insatisfacción escolar, aversión a los profesores e indisciplina, respectivamente. No obstante, el daño por hipocompromiso, aversión a los profesores e indisciplina no fue significativo, ya que los límites inferiores del IC eran negativos, lo que significa que para algunos niños se registraron efectos de ajuste en estas variables.

Impacto en el Rendimiento Académico

Los análisis muestran un impacto negativo por la ruptura parental en el rendimiento académico. Concretamente, los resultados sobre el rendimiento académico provenientes de los autoinformes cumplimentados por los hijos e hijas así como los referenciados por

los progenitores, muestran peores resultados que los menores no expuestos a la ruptura parental, tanto en un menor rendimiento académico como en mayores tasas de deserción escolar.

Los resultados muestran diferencias significativas ($\chi^2_{(1, N = 346)} = 9.87$, $p < 0.001$, $\phi = 0.169$) en el rendimiento escolar informado, siendo el doble ($OR = 2.16$) la probabilidad de obtener un rendimiento negativo en los menores expuestos a la ruptura de sus progenitores respecto a aquellos procedentes de familias sin ruptura. Estos resultados fueron generalizables para otras muestras (IC del 97.5%, 95% [1.33, 3.52]). Epidemiológicamente, el riesgo de sufrir un detrimento en el rendimiento escolar se ve incrementado por la ruptura parental en un 16.9%, variando desde un 6.5 a un 27% (IC del 95% [0.065, 0.270])

Se ha encontrado un incremento significativo ($\chi^2_{(1, N = 181)} = 3.85$, $p < .05$, $\phi = 0.146$), del riesgo de fracaso escolar en los menores que experimentaron la ruptura de pareja de los progenitores, siendo hasta el doble de veces más probable ($OR = 2.27$) respecto a menores de familias intactas. En relación a la generalización de los resultados, el intervalo de confianza no incluye el cero, resultando extrapolable a otras muestras (IC del 97.5%, 95% [0.99, 5.21]). El riesgo de abandono escolar se incrementa en 14.6% en los menores de familias con ruptura, con un rango que varía desde un 2.5 a un 26.3 % (IC del 95% [0.025, 0.263]).

Impacto Socioeconómico

Los resultados del análisis de la ruptura de pareja de los progenitores sobre el estado socioeconómico familiar muestran que la probabilidad de caer bajo la línea de la pobreza se ve significativamente aumentada por la experimentación de la ruptura parental $\chi^2(1, N = 186) = 22.42$, $p < 0.001$. Concretamente este riesgo (64.5%) es el doble de alto ($OR=2.11$) respecto a familias intactas o sin ruptura (30.6%). Estos resultados son generalizables a muestras

con ruptura de pareja de los progenitores con una probabilidad del 97.5% con un IC del 95% [0.574, 0.710]. Desde el punto de vista epidemiológico, experimentar la ruptura parental implica un aumento en un 33.9% (0.339) el riesgo de caer bajo el umbral de la pobreza, con IC del 95% [0.275, 0.409], que varía con una probabilidad del 95% del 27.5 al 40.9%.

DISCUSIÓN

A la luz de los resultados se puede concluir que la ruptura de pareja de los progenitores supone un factor de riesgo para la salud física de los hijos, aumentando la posibilidad de padecer algún desajuste en el estado de salud general. Pormenorizadamente, los menores expuestos a la ruptura parental tienen el doble de probabilidades de desarrollar problemas de tipo gastrointestinal, genitourinario, dermatológico y neurológico respecto a menores que no experimentaron la ruptura de pareja de sus progenitores. Por otro lado, de los resultados obtenidos no se puede concluir que la exposición a la ruptura de pareja de los progenitores medie en el desarrollo de problemáticas de tipo respiratorio, cardiovascular, alérgico, auditivo ni visual. Los hallazgos van en consonancia con otras investigaciones (véase, Amato, 2014; Askew et al., 2013; Plante y Kamm, 2008) que convergen en dichas alteraciones en el estado de salud física de los hijos que han experimentado la ruptura de sus progenitores y concretamente, con un mayor riesgo de sintomatología específica a nivel gastrointestinal, genitourinario, dermatológico y neurológico (Askew et al., 2013; Buitrago et al., 2014; Seijo et al., 2010).

Por otro lado, se ha constatado el impacto de la ruptura parental en el bienestar psicológico de los hijos, afectando negativamente a su ajuste psicoemocional y aumentando la probabilidad de sufrir sintomatología ansiosa, depresiva, hostilidad, ideación paranoide y alienación interpersonal. Los umbrales inferiores y superiores de la sintomatología en menores expuestos, ponen de manifiesto el riesgo potencial de sufrir una lesión de gravedad de tipo psicoemocional de

los hijos. Los hallazgos resultan coincidentes con los efectos adversos registrados en la salud psicoemocional de los hijos (Weaver, y Schofield, 2015) asociados a la exposición continuada a los estresores propios del proceso de ruptura parental (Hetherington, 2006) y con la presencia de sintomatología depresiva y ansiosa (Sheikh, 2017). De acuerdo con el signo, el autoconcepto actúa como un factor de protección o como un factor de riesgo de inadaptación, afectando por ejemplo en el rendimiento académico (Marsh et al., 2014), la gestión de emociones, las habilidades de afrontamiento (Davis y Humphrey, 2014), sus capacidades físicas, la competencia percibida (Babic et al., 2014), y el riesgo de inadaptación social en la familia (Arce, Seijo, Fariña, y Mohamed-Mohand, 2010). Así, en la investigación de Seijo, Fariña, Corrás, Novo y Arce (2016) se confirma que la ruptura parental conlleva un riesgo de impactar negativamente en el autoconcepto global de los hijos, así como en el autoconcepto académico, emocional, físico y familiar. Los resultados van en la línea de investigaciones (Amato, 2001; Amato y Keith, 1991; Barkey, 2014) que han puesto de manifiesto el impacto negativo de la ruptura parental en el desarrollo del autoconcepto. Cabe significar que no se ha podido establecer que experimentar la ruptura parental conlleve efectos adversos en el desarrollo del autoconcepto social en los hijos.

En relación al ajuste social, los resultados sobre el ajuste social de los hijos, permiten confirmar que experimentar la ruptura de pareja de los progenitores afecta a las relaciones interpersonales, provocando un mayor riesgo de pérdida de autocontrol en las mismas así como de retraimiento social. Sucintamente, experimentar la ruptura parental afecta al proceso de adquisición de habilidades sociales. Esta combinación conduce a deficiencias en la resolución de problemas y habilidades de gestión de conflictos, y ello a la incompetencia social (Arce et al., 2010; Sestir y Bartholow, 2007).

Respecto a las dos investigaciones que se centraron en el impacto de la ruptura parental en el ámbito escolar, por un lado los resultados del impacto sobre la trayectoria académica permiten concluir que la ruptura parental aumenta el riesgo de experimentar un empeoramiento

en el rendimiento académico de los hijos en comparación a menores de familias intactas, así como una mayor probabilidad de abandono escolar. Por otro lado los resultados sobre el ajuste escolar y las distintas dimensiones que lo integran, pone de relevancia que los menores que experimentan la ruptura parental presentan un mayor desajuste. Cabe señalar que los efectos adversos aumentan proporcionalmente con la edad de los menores, mostrando una escalada natural hacia el comportamiento antisocial. Concretamente, se halló un impacto pequeño en niños de 8 a 11 años, moderado de 12 a 14 años, y grande de 15 a 18 años. La tendencia observada resulta equivalente, compatible y complementaria a la hipótesis de una trayectoria natural en aumento hacia una conducta de tipo antisocial, es decir, aumentando de acuerdo con el desarrollo del niño y observándose mayores efectos negativos cuanto más mayores son los hijos (Arce, Fariña, y Vázquez., 2011; Hawley, 2003).

Los hallazgos acerca de los efectos sobre la situación socioeconómica familiar permiten afirmar que la ruptura de pareja de los progenitores afecta negativamente a la capacidad económica familiar. Concretamente, se observa que el empeoramiento derivado del proceso de ruptura conlleva un aumento en el riesgo de caer bajo el umbral de la pobreza. Los resultados van en la línea de la literatura científica previa que establece que el impacto socioeconómico en la familia afecta no solo a los progenitores (Braver et al., 2006; Fariña, Arce, et al., 2014), sino que aumenta el riesgo para los menores de crecer en situaciones de pobreza o vulnerabilidad (Lavelle y Smok, 2012), con la posibilidad de extenderse a etapas adultas (Sun y Li, 2008).

CONCLUSIONES

La Convención de Derechos del Niño (ONU, 1989) pone de relevancia la importancia de la familia como grupo fundamental de la sociedad y como medio natural para el crecimiento y el bienestar de todos sus miembros, especialmente de los menores. Además resalta que para que las familias puedan cumplir con sus responsabilidades, es necesario que se les brinde la protección y asistencia necesarias. Por ello, se hace necesario valerse de intervenciones que contribuyan a la promoción de la coparentalidad positiva entre los progenitores, pues no solo es la adversidad de la ruptura la que predice efectos negativos en los niños, sino también la ausencia de relaciones adecuadas que les ofrezcan protección y apoyo que les permitan adaptarse y combatir eficazmente el estrés (AAP, 2012). No en vano se estima que la prevalencia de parentalidad competitiva o conflictiva se da en aproximadamente un tercio de las rupturas de pareja con hijos (Arce, Fariña, Seijo y Novo, 2015; Fariña, Arce y Sotelo, 2010). En esta línea, se ha observado que el tipo de apego puede tener un papel importante en la prevención de efectos adversos, cuando se propicia el desarrollo de vínculos seguros entre los progenitores y los hijos e hijas (Crowell, Treboux, y Brockmeyer, 2009). Por todo ello, la ruptura de pareja de los progenitores, es un fenómeno que debe ser tenido en cuenta para la puesta en práctica de políticas sociales y sanitarias (Lavelle y Smok, 2012; Vaus, Gray, Qu, y Stanton, 2014). Con esta máxima cabe destacar el papel de los profesionales para detectar, actuar y orientar a las familias que experimentan la ruptura de pareja de los progenitores con el fin de disminuir el posible impacto negativo en los menores (Hagan, Shaw y Duncan 2008) desde los ámbitos de la salud, la educación, los servicios sociales y el derecho. Destacando el papel de que la Justicia Terapéutica puede tener para la gestión positiva de los procesos de ruptura de parejas con hijos (Fariña, Seijo et al, 2014, Wexler y Winick, 1990). Por todo ello, y de acuerdo a la adecuada satisfacción de necesidades de los menores, y a la Convención de Derechos del Niño (ONU, 1989) se hace necesario el cambio de paradigma, desde un tradicional modelo de deficiencia, centrado en los daños, a un modelo basado en el bienestar, más

proactivo y preventivo (Flores, 2010; López, 2008). Por tanto, es fundamental la implicación de todos los profesionales que se encuentran en contacto directo o indirecto con los menores, a la hora de contribuir a la reducción del estrés tóxico al que se pueden ver expuestos. Además se hará necesario que tanto social como jurídicamente el derecho de los menores a relacionarse con sus progenitores y demás allegados sea salvaguardado, cobrando especial importancia la responsabilidad de los progenitores a quienes ha otorgado la guarda y custodia en solitario en garantizar que dicho derecho se cumpla (Corrás, Seijo, y Redondo, 2016) por su beneficio para el bienestar de los hijos (Lamb, 2018). Por último, cabe aclarar que a pesar de las características negativas asociadas a la ruptura, esta supone la mejor opción cuando la relación es altamente conflictiva, cuando genera infelicidad o cuando existe maltrato (Fariña et al., 2015). Así, se ha observado que la existencia de conflicto parental o la exposición al mismo (Braithwaite, Doxey, Dowdle y Ficham, 2016; Trombello et al., 2015) puede provocar efectos adversos en los hijos, incluso cuando los progenitores continúen con la relación de pareja (Amato y Patterson, 2016). En este sentido, algunos autores apuntan a que el divorcio reduce las consecuencias a largo plazo en los hijos e hijas frente al mantenimiento de una convivencia conflictiva entre los progenitores (Gager, Yabiku, y Linver, 2016). Por ello, la ruptura de pareja puede llegar a ser una oportunidad para la mejora de la estructuración, dinámica y relaciones familiares (Demo et al., 2000).

LIMITACIONES

Las limitaciones comunes observadas en las distintas investigaciones son el diseño de tipo transversal y distintas variables que pueden actuar como potenciales moderadores (el nivel de conflicto interparental, la coparentalidad, la información sesgada por la involucración en el proceso de ruptura de los menores, el tiempo transcurrido, la edad y el sexo de los menores)

FUTURAS INVESTIGACIONES

El concepto de familia se encuentra en constante evolución, por ello es necesario continuar planteando investigaciones científicas que analicen sus nuevas necesidades. En relación al fenómeno familiar que supone la ruptura de pareja, si bien la literatura científica ha constatado que se trata de uno de los eventos críticos vitales más estresantes en la vida adulta (Brodbeck et al., 2017) así como una potencial fuente de estrés tóxico para los hijos (AAP, 2012); se aprecia una gran variabilidad en la aparición y evolución de su impacto en los integrantes de la familia. Así, se hace necesario el análisis de los posibles efectos mediadores de las variables mencionadas en el apartado de limitaciones y su posible interacción en el desarrollo de consecuencias negativas (Evans, Davies, y DiLillo, 2008; Hetherington et al., 1985; McCluskey y Eisler, 2008). Por todo ello, se han de potenciar las investigaciones que evalúan mecanismos de reducción del impacto y que exploran las oportunidades de mejora de las relaciones familiares. Paralelamente, se necesita generar intervenciones y programas de actuación dirigidos a la protección y a la prevención y que, a su vez, estos cuenten con el aval científico. Estando basados en la evidencia, podrán contribuir a que los progenitores ejerzan una coparentalidad positiva, incluso cuando la relación de pareja se haya extinguido. Para finalizar, se hace necesario señalar que una vez detectados los potenciales riesgos derivados de experimentar el divorcio o ruptura de pareja de los progenitores, su abordaje se debe encaminar hacia una conceptualización de carácter resiliente, en la que se entienda dicho fenómeno como una oportunidad para la mejora de las vinculaciones, dinámicas y convivencias familiares. De este modo, se materializaría el *súmmum* de dotar de garantías a la infancia y adolescencia, afianzando el cambio de paradigma desde el modelo de deficiencia a un modelo de bienestar basado en la evidencia y acorde al cumplimiento de la Convención de Derechos del Niño (ONU, 1989).

11. ANNEXES

Publication 1.

Seijo, M., Fariña, F., Corrás, T., Novo, M., & Arce, R. (2016). Estimating the epidemiology and quantifying the damages of parental separation in children and adolescents. *Frontiers in Psychology*, 7, 1611. doi: 10.3389/fpsyg.2016.01611 Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5078723/>

Publication 2.

Martinón, J. M., Fariña, F., Corrás, T., Seijo, D., Souto, A., & Novo, M. (2017). Impacto de la ruptura de los progenitores en el estado de salud física de los hijos [Impact of parental breakup on the physical health of children]. *European Journal of Education and Psychology*, 10, 9-14. doi: 10.1016/j.ejeps.2016.10.002 Retrieved from: <http://www.elsevier.es/es-revista-european-journal-education-psychology-235-articulo-impacto-ruptura-los-progenitores-el-S1888899216300204>

Publication 3.

Corrás, T., Seijo, D., Fariña, F., Novo, M., Arce, R., & Cabanach, R. G. (2017). What and How Much Do Children Lose in Academic Settings Owing to Parental Separation?. *Frontiers in Psychology*, 8, 1545. doi: 10.3389/fpsyg.2017.01545. Retrieved from: <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01545/full>